The Preparedness Of Elementary Music Teachers To Include Students With Challenging Behavior In Their Classrooms

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THE PREPAREDNESS OF ELEMENTARY MUSIC TEACHERS TO INCLUDE STUDENTS WITH CHALLENGING BEHAVIOR IN THEIR CLASSROOMS

by

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ABSTRACT

Students with disabilities, some with emotional and behavior disorders, are included in almost all elementary music classes. Students with emotional behavior disorders are one of the greatest challenges for teachers. To be effective, teachers must develop strategies and inclusive practices specifically geared towards intervention. With the quantity of students served and only limited class time with students, the music teacher is often unaware of the unique needs of specific special learners. Music teacher preparation has been inadequate in training teachers for inclusion.

Elementary music educators rarely have outside support to deal with classroom challenges as they serve students with disabilities and at-risk students. Music teacher training is focused on content, not behavior management.

This study examined the perceptions of randomly selected elementary music educators who were members of MENC: The National Association for Music Education regarding their preparedness to effectively manage five areas of severe behavior often exhibited by students with emotional behavior disorders: withdrawal, impulsivity, argumentative behavior, aggression towards peers, and aggression towards the teacher.

The researcher devised a 39 item online survey instrument based on supporting literature. The survey was given to randomly selected participants. Two hundred sixty-nine elementary music educators from across the United States completed the survey providing information on incidence frequency, preparedness, training in behavior management, and the amount of behavior support available.
Elementary music teachers felt prepared to handle impulsivity (58.2%), and argumentative behavior (55.7%). They were not prepared for withdrawal (50.8%), aggression towards peers (50.9%), and least prepared to handle aggression towards the teacher (58.1%).

Over 94% of the music teachers had adult assistance less than 25% of the time and 45.9% never had adult assistance with included classes. More than 74% of the teachers indicated that they have adult assistance with self-contained special education classes less than 25% of the time and 35.7% never having adult assistance with those classes. Forty-six point two percent of the music teachers had no behavior specialist available or were unaware if one was available. Only 3.7% of the respondents felt they had all the support they needed. Thirty-six point one percent of the music teachers had no crisis plan in case of an eruption of severe behavior in their classes.
This work is dedicated to loved ones, family, friends, and professionals in the field who encouraged me, supported me, and helped to keep me focused, to my children who thought I could do anything, and to all teachers past, present, and future that deal with severe behavior and love their students anyway. I salute you.
ACKNOWLEDGMENTS

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I would also like to acknowledge professors who supported my work; Dr. Alice-Ann Darrow, Dr. Tim Brophy, and Dr. Victor Fung. You accepted me into the "community" and respected my work; very heady stuff for a lowly doctoral candidate. The assistance of National Board Certified music teachers was critical for a user friendly questionnaire. Dr. Kevin Miller suggested I embrace MENC to take the survey to the national level. I thank you for the lesson that only our own perceptions limit us. We all need to think outside the box. This survey would not have been possible without the cooperation and support of MENC: The National Association for Music Education. Their dedication and leadership is critical to all music teachers. Carla Girtman provided untold hours of formatting instruction. Her expertise, guidance, and unconditional gift of time were of great value to me. I also want to thank all of my supporters who are not listed here. Their encouragement, prayers, and words of wisdom helped bring this project to fruition. God bless you all.
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CHAPTER ONE: THE PROBLEM AND ITS COMPONENTS

Introduction

Reports of incidents of violence at the elementary school level are becoming more prevalent. Since the early 1990s, violence in our schools has been increasing (Kopka, 1997; Yell, 2000). Of the 50,000 elementary schools reporting to the National Center for Education Statistics, 80.1% reported crime incidents and 61.1% categorized events as violent in the 1999-2000 school years (NCES, 2005). Teachers may be three times more likely to be victims of violent crimes at schools than are students (21 incidents per 1,000 teachers versus 7 incidents per 1,000 students) (NCES, 2005). During the 1990’s an increase occurred in the number of guns brought to school as well as theft, tardiness, littering, violating rules, cursing, and being disruptive. As a result, student antisocial behavior and aggression are far too common in our nation’s schools (Moeller, 2001). Schools are under pressure to increase academic gains while minimizing the challenges of disruptive behavior and violence (Mayer, 2007). Never before has the general public and governing bodies been more interested in the prevention of school violence (Lane, 2007).

Students with disabilities, some with emotional and behavior disorders, are included in almost all music classes (de l’Etoile, 2005). Teachers are unprepared for this increasing student diversity, especially in the areas of problem behavior (O’Neill, 2001; de l’Etoile, 2005). Students with emotional behavior disorders are one of the greatest challenges to teachers (Shapiro, 1999). To be effective, teachers must develop strategies and inclusive practices specifically geared towards intervention (Walker, 1999; Shapiro, 1999; Lane, 2005). With the quantity of students
served and only limited class time with students (NCES, 2000), the music teacher is often unaware of the unique needs of specific special learners (Colwell, 2003).

Music teachers, historically, have been considered specialists in their subject area with little training in special education teaching strategies or behavior management (Hickey, 2002). Since the advent of inclusion with the passage of P.L. 94-142 in the 1970s, music teachers have taught increasingly divergent student populations (Colwell, 2003; O’Neill, 2001). Elementary schools are continuing to increase in size with almost ten percent of the elementary schools in the United States serving one thousand students or more (NCES, 2000). Often all students in one school are served by one music teacher (NCES, 2000). Preservice preparation focuses on academic mastery and teaching strategies (Hickey, 2002) often omitting classroom management and coursework in working with students with emotional behavior problems due to limited time constraints and academic course load (Brophy, 2002).

Background

Before the advent of inclusion in the 1970’s, students with disabilities received music instruction in a separate class or school. Now that students receive music instruction in the least restrictive environment or inclusive setting, music educators must face increasing demands on planning, time, and attention necessary to meet the diverse needs of a wide range of abilities and disabilities (Adamek, 2001). School administrators have often initiated mainstreaming in music classes, especially when the student is only partially included (Adamek, 2005). “Music teachers have had to provide education for these students without (1) an adequate consideration of each child’s learning difficulties, or (2) an evaluation of the most appropriate music teaching strategies for the individual child” (Atterbury, 1985, p.120). Administrators are often unaware of
the academic emphasis in today’s music classroom, believing that any student can be integrated by simply listening to music (Darrow, 1999).

Students with behavior disorders are considered the most difficult to include (Yell, 2000) yet little training in this area is available or required to be certified as a music teacher. With the increase in elementary school populations in many districts, music teachers are serving larger numbers of students with less student contact time (NCES, 2000). It is difficult to develop a relationship with over 1000 students whom the teacher sees for thirty-five minutes once a week (NCES, 2000). Students with emotional behavior disorders requiring specific teacher responses in their Individual Educational Plans (IEP) are frequently unidentified by the music teacher with only five percent of music teachers contributing to the IEP process (NCES, 2000). In order to teach included students effectively, music educators must be trained in not only learning strategies, but in classroom management for more severe behaviors (de l’Etoile, 2005). “Some music educators feel unprepared to provide effective music instruction to such a broad range of students, leaving the teachers feeling frustrated, fearful, powerless, and sometimes angry” (Adamek, 2001, p. 2).

Since the 1990's, training in strategies to deal effectively with violence in the classroom has not increased (Landau, 2001). According to Walker, (1999), the public has focused on behavioral problems for three reasons, (1) behavioral problems interfere with the learning process and places an undue burden on the teacher, (2) increasing numbers of students are at risk due to demographic and geographic variables that have contributed to the problem (i.e., poverty, violence in communities), and (3) either perpetrator or victim is often a student with emotional behavior disorders. Additionally, the number of students served, and number of students with
disabilities has increased (NCES, 2003). Both experienced and novice music teachers are facing ever-increasing challenges in behavior management (O’Neill, 2001; Hammel, 2001; de l’Eoile, 2005). Without control of the classroom, learning cannot occur (Shapiro, 1999). Students who behave aggressively are frequently faced with teacher disdain, criticism, and punishment. The teacher who reacts to aggressive behavior with inconsistency, delayed reactions, or attempts to ignore such occurrences will likely elicit more aggression in the student (De Chiara, 1994). Discipline is already one of the most universal and troubling problems facing elementary teachers (Langdon, 1997).

At the college level, there is a lack of preservice training in classroom management and special learner strategies for teachers of specific areas heavy in academic content (such as music) (Brophy, 2002; Hickey, 2002). Many colleges and universities offer classroom and behavior management as an elective or embed management instruction in basic education classes while others do not offer any coursework in this topic (Hickey, 2002; Hammel, 2001). Instructors of preservice teachers may have great expertise in the primary subject area but are often inexperienced in management and behavior strategies leading to instruction in quick and easy systems of rewards and punishments which are insufficient skills for music teachers to deal with severe behaviors (Landau, 2001; Langone, 1998).

Purpose of the study

The purpose of the study is to survey elementary music teachers to determine the frequency of incidents of severe behavior exhibited by students with emotional behavior disorders (withdrawal, impulsivity, argumentative behavior, and aggression towards peers or teacher) and teacher's attitudes regarding how prepared they feel to handle these behaviors in
their music classes. Variables of gender, age, experience, and school environments will be considered. Elementary music teachers' perceptions of support within the school to manage challenging behaviors of students with emotional behavior problems will also be examined. Preservice training in behavior management will be assessed to determine whether or not teachers feel better prepared to handle these behaviors with educational support during their teacher preparation and if they think that additional training at that level is needed.

Research questions

This study will address the following questions:

1. Do randomly selected elementary music teachers who are members of MENC: The National Association for Music Education feel prepared to effectively manage challenging behaviors of students with emotional behavior disorders in their music classes?

2. Do randomly selected elementary music teachers who are members of MENC: The National Association for Music Education feel they have adequate support to effectively manage challenging behaviors of students with emotional behavior disorders in their music classes?
### Definition of terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Adults</td>
<td>Any adult present in the classroom</td>
</tr>
<tr>
<td>Aggression</td>
<td>Behavior that is intended to cause harm or pain, either physical or verbal.</td>
</tr>
<tr>
<td>Argumentative behavior</td>
<td>Inappropriate crying, temper tantrums, poor coping skills and difficulty taking directions</td>
</tr>
<tr>
<td>Behavior management</td>
<td>Actions or behaviors that help an individual stay safe and involved in the learning process</td>
</tr>
<tr>
<td>Behavior support specialist/personnel</td>
<td>Individuals that assist in both behavior assessment and the development of intervention plans</td>
</tr>
<tr>
<td>Dedicated music room</td>
<td>A specific room in which all music instruction occurs</td>
</tr>
<tr>
<td>Demographic region:</td>
<td>Balance of a population especially with regard to density</td>
</tr>
<tr>
<td>Rural</td>
<td>A predominantly agricultural area</td>
</tr>
<tr>
<td>Suburban</td>
<td>The residential area on the outskirts of a city or large town</td>
</tr>
<tr>
<td>Urban</td>
<td>A city or large town</td>
</tr>
<tr>
<td>Discipline</td>
<td>A state of order based on submission to rules and authority</td>
</tr>
<tr>
<td>Child with a disability</td>
<td>A student who needs special education and related services</td>
</tr>
<tr>
<td>Classroom management</td>
<td>Ways of organizing the resources, pupils and helpers in the classroom, so that teaching and learning can proceed in an efficient and safe manner</td>
</tr>
<tr>
<td>Crisis plan</td>
<td>A safety plan in case of violence in the classroom, usually arrangements made with a neighboring teacher</td>
</tr>
</tbody>
</table>
Emotional behavior disorder  IDEA, Sec. 300.32(d)
A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors
(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
(C) Inappropriate types of behavior or feelings under normal circumstances
(D) A general pervasive mood of unhappiness or depression
(E) A tendency to develop physical symptoms or fears associated with personal or school problems

Exceptional education Also known as Exceptional Student Education (ESE), usually refers to the education of children with disabilities

Geographic region: As defined by the U.S. Census Bureau (2007)
Midwest Indiana, Illinois, Michigan, Ohio, Wisconsin, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
South Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma, Texas
West Arizona, Colorado, Idaho, New Mexico, Montana, Utah, Nevada, Wyoming, Alaska, California, Hawaii, Oregon, Washington

IDEA Individuals with Disability Education Act 1990, federal legislation whose key components are identification, evaluation, individualized education plan, parents, and related services for students with disabilities

IDEIA Individuals with Disabilities Education Improvement Act of 2004, reauthorization of IDEA

Impulsive behavior Actions by someone who acts before he/she thinks and finds himself/herself in trouble before he/she thinks about the consequences

Inclusion The placement of all or most children in the same classroom, including students with disabilities
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual class</td>
<td>A single classroom that contains a group of students who stay together most of the school day</td>
</tr>
<tr>
<td>Individual classrooms with cart</td>
<td>Instruction occurs in individual classrooms, music supplies with a cart are moved from class to class</td>
</tr>
<tr>
<td>Individual Education Plan (IEP)</td>
<td>A written statement for each child with a disability that is developed, reviewed, and revised in accordance with IDEA, section 614(d).</td>
</tr>
<tr>
<td>In-service training</td>
<td>Training available to employed teachers</td>
</tr>
<tr>
<td>Multi-use space</td>
<td>A school environment used for different activities</td>
</tr>
<tr>
<td>Music teacher</td>
<td>An educator certified to teach music by each state</td>
</tr>
<tr>
<td>Nonviolent Crisis Intervention® program</td>
<td>Proprietary training program on how to avoid and take control of an out-of-control situation providing care, welfare, safety and security for everyone involved in a crisis moment</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>A teaching assistant or aide employed by the school</td>
</tr>
<tr>
<td>Peers</td>
<td>Fellow students</td>
</tr>
<tr>
<td>Physical aggression</td>
<td>Behavior that is intended to cause physical harm</td>
</tr>
<tr>
<td>Preservice training</td>
<td>Learning opportunities for teachers-in-training before employment</td>
</tr>
<tr>
<td>Primary disability</td>
<td>The predominant disability of a child with multiple impairments</td>
</tr>
<tr>
<td>Self-contained class</td>
<td>A classroom setting in which children with special needs are placed with other children with similar needs</td>
</tr>
<tr>
<td>Severe behavior</td>
<td>May include self-injurious behavior, aggression, property destruction, hitting, biting, kicking, running away or eating inedible objects</td>
</tr>
<tr>
<td>Special education</td>
<td>Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability</td>
</tr>
<tr>
<td>Violence in the classroom</td>
<td>Any behavior that indicates aggression against persons or property, drugs, weapons, disruptions and disorder</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>Failure to initiate interaction with others; retreat from exchanges of social interaction, excessive fear or anxiety</td>
</tr>
</tbody>
</table>
Assumptions

The main assumption was all respondents were elementary music teachers currently working in an elementary school who were members of MENC: The National Association of Music Teachers. It was also assumed that participants could read and answer the questionnaire in English, and had basic computer skills with an online connection. The assumption was made that respondents would answer honestly.

Limitations of the study

The study was limited to current members of MENC: The National Association of Music Teachers who had access to email via an internet connection. Members who would otherwise qualify but did not have internet access were omitted from the study. Respondents were limited to those individuals who had basic level computer skills (Dillman, 2000). The questionnaire might have been seen differently for the respondent than the researcher depending on age of computer equipment, different operating systems, screen configurations and software. The accuracy of the teacher response may not accurately reflect practice. The teacher might have felt overconfident to effectively manage situations that have not occurred. If a workplace email site was utilized, teachers might have questioned the security of their responses.

Respondents may have viewed the subjective questions in distinctly different ways having no specific examples or contexts (Clement, 2004). Individual respondent perceptions are defined as one's view or interpretation of something (James, 2005). Long-time experienced teachers may not have remembered specific events but depended on general perceptions rather than specifics.
CHAPTER TWO: REVIEW OF LITERATURE

Introduction

The literature review will be organized as follows. First, the legal foundations driving the inclusion of students with disabilities in music classes will be examined. Second, a review of the characteristics of students with emotional behavior disorders will be presented. Third, the inclusion movement and teacher’s attitudes towards successful inclusion will be discussed. Fourth, preservice music teacher preparation will be reviewed. Finally, the state of music in our schools will be examined.

Legal foundations

In the past thirty years, since the enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142), students with disabilities have been afforded a free appropriate public education in the least restrictive environment (IDEA, 2004). The Individuals with Disabilities Education Act passed in September of 1997. As a result of this legislation, education has moved closer to full inclusion. The implication for music teachers is that they must be prepared to work with students with disabilities no matter the severity or type (Colwell, 2000).

The reauthorization of the Elementary and Secondary Education Act in 2001, commonly known as the No Child Left Behind (NCLB) Act of 2001 (P.L. 107-110), and the Individuals with Disabilities Education Improvement Act (S. 1248, 1993) targeted improved outcomes for all students with disabilities. One of the components of this legislation was to make sure that all
teachers were highly qualified in core areas (Mooney, 2004). The arts, including music, are considered a core subject as is special education. To be highly qualified a music teacher needs no training in special education, simply mastery of the music content area.

According to Johnson (2005), the term least restrictive environment has implications for teacher preparation to provide more integrated learning opportunities for diverse learners. The least restrictive environment clause essentially has two parts; social interaction between disabled and nondisabled, age-appropriate peers, and an appropriate education (Fuchs, 1994). An important component of least restrictive environment is to shift the emphasis from the disability label to the individual student’s needs stressing strengths and weaknesses and individualizing instruction (Langone, 1998).

**Characteristics of students with emotional behavior disorder**

The Office of Special Education (2005) defines emotional disturbance as:

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Three basic criteria must be considered in the definition; frequency, duration, and intensity of the behavior (Nelson, 2003). The behaviors of students with emotional disturbance may also be considered inappropriate for their age, culture, and ethnic background (Wehby,
Traits consistently found include lower intelligence, lower academic achievement, deficits in fundamental skills, such as reading and math, difficulty making and keeping friends, showing less empathy, and the presence of atypical behavior, both externalizing by acting out and/or internalizing by withdrawing from normal social interaction (Heward, 2003). If and when these students are mainstreamed, they are among the least successful when included in general education settings (Meadows, 1994).

The Special Education Elementary Longitudinal Study (SEELS) is a longitudinal study of school-age students and is part of the national assessment of the 1997 Individuals with Disabilities Education Act (OSEP, 2002). A nationally representative sample of special education students, generalizing to the national population, between the ages of 6 and 12 years of age in 1999 was randomly selected to assess changes over time in the areas of educational, social, vocational, and personal development. Data collection instruments were designed to compare with items in the national databases for the general education population so comparisons could be made.

Teachers who provided language arts instruction to SEELS students were surveyed in the areas of educational progress, accommodations, social adjustment, instructional goals, and assessment. Schools were surveyed about overall programs, placements, and educational progress. School characteristics were determined via surveys of administrators assessing district and school policies, practices, and reform efforts. Direct assessment of students included scores in reading and math, self-concept, and attitudes about school. By examining the responses to the teacher survey, an accurate picture of the behavior challenges teachers face can be made. Five of the characteristics common to the definition of emotional behavior disorder as defined by IDEA
were measured; impulsivity, being easily distracted, appearing lonely, arguing, and fighting with others. Each of these categories was listed by exceptionality. The following table comparisons include learning disabilities, mental retardation, and emotional behavior disorder since these three exceptionalities are listed in IDEA as high incidence. Of these three categories, emotional behavior disorder is the smallest in number yet often the greatest in incident occurrence.

The following table compares the data taken from teachers of Language Arts in each of three waves. Each wave was surveyed in the spring of the year.

| Table 1 SEELS Percentage of students demonstrating severe behavior by exceptionality |
|-----------------------------------------------|---|---|---|---|
| Student Action | Total pop. | Learning disabilities | Mental retardation | EBD |
| Student acts impulsively very often | | | | |
| Wave 1 | 25.1 | 22.7 | 32.5 | 49.9 |
| Wave 2 | 25.4 | 22.9 | 33.8 | 48.9 |
| Wave 3 | 20.4 | 19.9 | 27.2 | 39.9 |
| Student gets easily distracted very often | | | | |
| Wave 1 | 38.5 | 38.6 | 48.1 | 60.4 |
| Wave 2 | 37.0 | 36.9 | 50.1 | 55.7 |
| Wave 3 | 32.3 | 32.1 | 44.1 | 51.6 |
| Student appears lonely very often | | | | |
| Wave 1 | 9.9 | 9.0 | 9.1 | 18.8 |
| Wave 2 | 10.8 | 9.9 | 13.3 | 20.7 |
| Wave 3 | 10.8 | 9.4 | 11.7 | 14.1 |
| Student argues with others very often | | | | |
| Wave 1 | 12.9 | 11.5 | 17.3 | 40.3 |
| Wave 2 | 13.8 | 13.5 | 17.0 | 31.8 |
| Wave 3 | 11.1 | 9.2 | 14.8 | 30.5 |
| Student fights with others very often | | | | |
| Wave 1 | 6.8 | 5.1 | 8.1 | 23.2 |
| Wave 2 | 7.4 | 6.7 | 11.9 | 19.9 |
| Wave 3 | 6.1 | 6.2 | 8.2 | 14.9 |
Student acts impulsively very often: Wave 1, 2001 (Table 128, Item st1E3j, n = 6,056), Wave 2, 2002 (Table 131, Item st2E3j, n = 5,645), Wave 3, 2004 (Table 131, Item st3E3j, n = 6,246)

Student gets easily distracted very often: Wave 1, 2001 (Table 120, Item st1E3b, n = 6,067), Wave 2, 2002 (Table 123, Item st2E3b, n = 5,670), Wave 3, 2004 (Table 123, Item st3E3b, n = 6,271)

Student appears lonely very often: Wave 1, 2001 (Table 134, Item st1E3p, n = 6,045), Wave 2, 2002 (Table 137, Item st2E3p, n = 5,639), Wave 3, 2004 (Table 137, Item st3E3p, n = 6,217)

Student argues with others very often: Wave 1, 2001 (Table 139, Item st1E3u, n = 6,039), Wave 2, 2002 (Table 142, Item st2E3u, n = 5,624), Wave 3, 2004 (Table 142, Item st3E3u, n = 6,217)

Student fights with others very often: Wave 1, 2001 (Table 130, Item st1E3l, n = 6,045), Wave 2, 2002 (Table 133, Item st2E3l, n = 5,634), Wave 3, 2004 (Table 133, Item st3E3l, n = 6,239)

Students with emotional behavior disorder were significantly higher in each of the five defining categories; impulsivity, becoming distracted, appearing lonely, and arguing and fighting. Much of the data shows almost double or higher percentages in the emotional behavior disorder category over learning disabilities and mental retardation, the other two categories listed as high incidence. The total percentages are significantly lower than for students with emotional behavior disorders (OSEP, 2002).

Langdon (1997) reports on highlights from the sixth Phi Delta Kappa/Gallup comparison poll of the attitudes of teachers and those of the public toward important national issues in education. A random sample of 2,000 teachers nationwide was surveyed. The results of the poll indicated that the most requested topics of information were classroom behavior, disruptive behavior, and discipline (Langdon, 1997).

Students with multiple characteristics of emotional behavior disorder are at higher risk than other students without EBD to engage in antisocial or delinquent behavior (Cullinan, 2003). In a study by Cullinan (2003), 884 elementary students, 336 of which were students with emotional behavior disorders, were assessed by teachers using the Scale for Assessing Emotional Disturbance (Epstein, 2002). In the study, students with emotional behavior disorder exceeded their peers without EBD on measures of student disruption, defiance, and aggression. The
students labeled emotional behavior disordered experienced behaviors, emotions, and thoughts indicative of unhappiness and depression more than students without emotional behavior disorder (Cullinan, 2003). DeChiara (1994) states “...some psychologists and educators recommend classifying them as suffering from conduct disorder, anxiety-withdrawal behavior, immaturity or socialized aggression (acting out), allowing for individual differences within each classification” (p. 46). These students are often the last to be included in general education classrooms and are the most under-identified and under-served in special education programs (Kauffman, 1997). According to the SEELS survey (2002), responding schools reported that 36% of the language arts classes contain between one and five students with emotional behavior disorder compared to students with learning disabilities (20.1%), and mental retardation (18.2%). None of the classes reported more than 5 students with mental retardation or learning disabilities but 14.9% reported more than five students with emotional behavior disorder.

Students with EBD frequently exhibit inappropriate behavior, academic learning problems, and ineffectual interpersonal relationships (Landrum, 2003). Unfortunately, whereas educators tend to respond sensitively and effectively to the needs of students with poor academic readiness skills, students with behavior problems are punished and rejected (Nelson, 2000). A wide variety of instructional strategies is needed to support their learning and to create successful learning outcomes (Garrick, 2003). No single technique will be sufficient to make behavioral progress for most of these students (Landrum, 2003).

The incidence of one or more disciplinary actions as reported in the data from the SEELS survey, 2002, is much greater in the emotional disturbance category than either mental retardation or learning disabilities. The suspension rate from school, one or more times for
students with emotional disturbance, was almost double that of students with learning disabilities and three times as great as students with mental retardation. Expulsions were more than double in the emotionally disturbed population than either the learning disabilities or mental retardation populations. The manifestation of a secondary disability was greatest in the emotional disturbance category.

Table 2 SEELS Incidence percentage of disciplinary action by exceptionality

<table>
<thead>
<tr>
<th>Types of Action</th>
<th>EBD</th>
<th>Mental Retardation</th>
<th>Learning Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or more disciplinary actions</td>
<td>59.0</td>
<td>26.2</td>
<td>32.6</td>
</tr>
<tr>
<td>Suspension rate -1 or more times</td>
<td>40.2</td>
<td>12.6</td>
<td>22.3</td>
</tr>
<tr>
<td>Expulsion</td>
<td>2.7</td>
<td>0.6</td>
<td>1.0</td>
</tr>
<tr>
<td>Secondary Disability</td>
<td>41.1</td>
<td>25.2</td>
<td>14.7</td>
</tr>
</tbody>
</table>

Geographical location also seems to have a bearing on incidences of disciplinary actions. The urban population had a higher incidence of one or more disciplinary actions than either the suburban or rural populations. Suspensions were higher in urban regions than suburban or rural areas. In the urban population students with emotional behavior disorder were expelled almost double that of the rural or suburban areas.

Table 3 SEELS Geographic location and disciplinary action

<table>
<thead>
<tr>
<th>Action</th>
<th>Urban %</th>
<th>Suburban %</th>
<th>Rural %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or more disciplinary actions</td>
<td>33.7</td>
<td>28.6</td>
<td>26.5</td>
</tr>
<tr>
<td>Suspension rate -1 or more times</td>
<td>23.0</td>
<td>16.4</td>
<td>13.0</td>
</tr>
<tr>
<td>Expulsions</td>
<td>1.4</td>
<td>.7</td>
<td>.8</td>
</tr>
</tbody>
</table>
Data from the teacher questionnaire (SEELS, 2002, Item st3F11g, Table 126) showed that 69.5% of the respondents felt less than fully competent to manage the behavior of students with emotional behavior disorder. The demographic breakdown showed that more teachers in rural areas (75.6%) felt less than fully competent to manage the behavior of students with EBD compared to suburban (67.6%) or urban (69.5%) areas. Teacher gender was also a factor with males rating a higher percentage of less than competent ability (70.3%) than females (68.0) (OSEP, 2002, Item st3F11g, Table 126).

The National Center for Education is the entity responsible for collecting data on education for the United States. Indicators of School Crime and Safety: 2006 is the ninth in a series of reports on school crime and student safety. The report is organized into sections, each with a set of indicators used to describe a specific aspect of school crime and safety. According to Indicator 5: Nonfatal Teacher Victimization at School (Dinkes, 2006), the combined average annual number of teachers who were threatened with injury by a student from 1993 to 2004 is 9.1% or 300,133 teachers. The average percentage of teachers who were attacked by a student in the same time period is 3.8 % or 127,400 teachers. The data also shows a decrease over time in the categories of teachers threatened with injury by a student and teachers who were physically attacked by a student.
Table 4 NCES Teachers threatened or attacked by percentage

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers threatened</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with injury by student</td>
<td>11.7 %</td>
<td>8.8 %</td>
<td>6.8 %</td>
</tr>
<tr>
<td></td>
<td>(342,100)*</td>
<td>(305,200)*</td>
<td>(253,100)*</td>
</tr>
<tr>
<td>Teachers who were</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>physically attacked by a student</td>
<td>4.1 %</td>
<td>3.9 %</td>
<td>3.4 %</td>
</tr>
<tr>
<td></td>
<td>(120,000)*</td>
<td>(134,700)*</td>
<td>(127,500)*</td>
</tr>
</tbody>
</table>

(* ) actual reported number

Percentages from 1993-2004 were averaged and showed that urban teachers were more likely than suburban and rural teachers to be threatened with injury by a student. Urban teachers were also more likely to be attacked by a student than suburban or rural teachers (Dinkes, 2006). Violence takes a personal toll on teachers creating stress and safety concerns that may impair their ability to teach (NCES, 2005).

Table 5 NCES Demographics of average teacher attack by percentage

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th>Suburban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers threatened</td>
<td>12.2</td>
<td>8.0</td>
<td>7.5</td>
</tr>
<tr>
<td>with injury by student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers who were</td>
<td>5.2</td>
<td>3.5</td>
<td>2.8</td>
</tr>
<tr>
<td>physically attacked by a student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(* ) actual reported number
Inclusion

The model of inclusion was a direct result of legislation, P.L. 94-142, mandating that schools must provide appropriate education for students with disabilities in the least restrictive environment. This model gives students with disabilities opportunities to achieve independence, productivity, and inclusion in mainstream activities and the general curriculum (Darrow, 1999). Inclusion, as defined by Kirch (2005), is the participation of students with disabilities in general education classrooms in a meaningful way. Inclusion is not merely a placement in a general education classroom as mainstreaming often was. It implies students with disabilities of both high and low incidence will receive a quality education among peers without disabilities and who are of similar age (Hammond, 2003).

Though inclusion has been implemented in a variety of ways over the past 30 years, there are still highly charged opinions in the educational community on both sides of this issue. Sutherland (2005) points out that many teachers have low levels of confidence in their ability to plan and deliver academic instruction to students with emotional behavior disorder. Much of the literature has recurring themes of “wavering beliefs, complexities of inclusion, and troubled confidence” (Hardin, 2005, p. 50). The overwhelming majority of general and special education teachers do not think that general education teachers have the skills to educate children with emotional disturbance (Martin, 1995). Inclusive programs should focus on teaching, reinforcing, and planning for the generalization of social skills (Nickerson, 2003).

Proponents of inclusion believe that it reflects the moral and ethical values of our society and fosters understanding and appreciation for individual differences, minimizes the labeling of children, and creates an environment commensurate with the real world. In a study by Ammah
participants lacked confidence in their preparedness to effectively teach students with severe disabilities. Those who argue against inclusion cite the lack of training of general educators to deal with the needs of students with disabilities. These students demand excessive use of teacher time, and fall further behind without the support provided in a special education classroom (Darrow, 1999).

Mastropieri (1996) conducted a meta-analysis of survey data from 28 studies concluding that less than one third of the general educators felt they had sufficient time, training, or resources necessary to implement inclusion. In a survey of 158 elementary teachers by Wolery (1995), teachers were asked to identify the supports available to them and what they felt was needed for successful inclusion. Of the teachers surveyed, eighty-nine to one hundred percent of the teachers indicated a need for training to provide instruction to students with disabilities. Colwell (2003) describes the extreme frustration felt by both the inadequately prepared teacher and a student that is unable to perform an age-appropriate task due to a disability. She states that this frustration may be manifested in a behavioral problem between the teacher and student that could have been avoided.

Teachers have considerable influence over student behavior, prevention being the most effective form of behavior management (Barbetta, 2005). Effective educators actively seek information about effective methods of classroom discipline (Langdon, 1997). In a survey by McLeskey (2001), teacher’s greatest concerns were the behavior of some students with disabilities. “Teachers’ beliefs and attitudes are critical in ensuring the success of inclusive practices. Attitudes towards integration were strongly influenced by the nature of the disabilities
and/or educational problems being presented and by the professional background of the respondents” (Avramidis, 2002, p.130).

Teacher preparation has been inadequate in training teachers for inclusion (Brophy, 2002, Hammel, 2001). Although special education practice has improved in both design and implementation, teacher education programs continue to be inadequate, training special educators to focus on teaching strategies addressing the needs of individual students with disabilities and general educators on whole class instruction (Welch, 1996). General educators rarely have outside support to deal with classroom challenges as they serve students with disabilities and at-risk students (Miller, 2000).

Within general education in-service and preservice training, a specific area of focus should be behavior management procedures and the development of behavior management plans (Kandakai, 2002). General teacher education preservice courses traditionally focus on classroom management techniques, with little emphasis on behavior management techniques for specific children (Darrow, 1999). Strategies to change behavior that is already disruptive will be necessary when students with behavior concerns are included in general classrooms (Hester, 2004). Teachers who understand the origins of problem behaviors are better equipped to address and prevent them (de l’Etoile, 2005). Teacher training programs and local school districts must work together to meet the significant professional development needs of teachers of students with emotional behavior disorders (Sutherland, 2005).

The SEELS survey included a questionnaire for teachers to respond to self-assessment questions about their ability to manage student behavior. Sixty-five percent of the teachers felt less than fully competent about their ability to manage the behavior of students with emotional
behavior disorders (OSEP, 2002). Thirteen percent of the teachers felt that they were inadequately trained to work with students with emotional behavior disorder. Demographics showed that more teachers in the urban areas (21.4%) felt inadequately trained than teachers in suburban (20.2%) or rural (19.4%) areas (OSEP, 2002).

Music class differs from regular class in 3 ways; students are expected to (1) sing, (2) play instruments, listen, participate in movement activities, and (3) actively create music in a collective, cooperative fashion following a product oriented model (Adamek, 2005). Class sizes are often much larger with multiple classes coming at the same time to best utilize the services of the music teacher in large schools (Darrow, 1999). Lastly, additional pressures are placed on the music teacher due to performance requirements of school concerts and other public venues (Gordon, 2001).

The national standards for music education in elementary schools are as follows:

1. Singing, alone and with others, a varied repertoire of music
2. Performing on instruments, alone and with others, a varied repertoire of music
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines
5. Reading and notating music
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture (MENC, 2006)

Music educators have consistently reported feelings of inadequacy in terms of educational preparation for working with students with disabilities and confidence in their
abilities to adapt instruction for these students, factors which may affect attitude and behavior (Colwell, 2000). Many elementary music teachers feel unprepared to meet the needs of students whose disabilities impact their ability to learn (Sinor, 1992). Hammel (2001), in a survey of six-hundred-fifty-three Virginia music educators, found that teachers felt they were attempting to include students with disabilities without appropriate training in strategies and competencies. A music teacher may be easily caught off guard when a student demonstrates noncompliance or aggressive behavior (de l’Etoile, 2005).

Inclusion has brought increasing numbers of children with disabilities into the music classroom, many times without the teacher being informed of these students’ unique needs (Madsen, 2002). Disruptive behavior disorders can be deceptive, in that the child may display no outward physical signs of a disorder and may have normal or above normal intelligence (Lane, 2005). Consequently, a music teacher may be caught off guard if a child becomes noncompliant or behaves aggressively (de l’Etoile, 2005). In a survey of 35 music teachers in a Midwestern school district by Darrow (1999), severe behavior disorders were cited with the greatest frequency as the most problematic. Music teachers are no longer responsible for music instruction alone but for teaching the whole child (Colwell, 2003). The music classroom has served as a common placement for students with disabilities since the beginning of mainstreaming (Atterbury, 1990).

The placement of ESE students in the music classroom has historically been due to misconceptions about the academic environment of the music class assuming that any student could be integrated into a class to listen to music when in actuality the music curriculum is a structured curriculum that involves music reading, writing, creating, and listening as well as
performance skills, such as singing and playing (Darrow, 1999). Adamek (2001) states, “Partial participation, normalization, interdependence, and individuality are important principles to consider when planning for integrated music experiences” (p. 2). Unlike special educators who specialize in assessment, curriculum development, and applied behavior analysis, music teachers specialize in their content area (Langone, 1998).

**Music teacher preparation**

To be prepared to teach this population, it is critical that teachers develop attitudes different from those required for most students (Welch, 1996). At the preservice level, instructors may have great depth of knowledge in their primary subject area but are often inexperienced in strategies to deal with the more severe behaviors (Landau, 2001). Teachers with mainstreamed classes find these students to be the most undesirable (Nickerson, 2003). This attitude may be exacerbated by anxiety due to a lack of confidence and skills in managing these students (Pavri, 2004). The way in which students and teachers interact affects teaching (Colwell, 2006). Skills in behavior management and adapting materials and techniques are critical (De Chiara, 1994). Increased teacher training on the ways that teachers assess and select intervention strategies to address student behavioral problems in the classroom is needed (DiGangi, 1991). Preservice teachers need to have experiences that allow them to acquire the competencies necessary to meet the needs of special learners (Hammel, 2001).

The teacher who is knowledgeable only about music may quickly fail in the classroom; however, the one who has a working knowledge of music and classroom management is far better equipped (Colwell, 2000). Given the predicted shortages of teachers, these skills and tools seem to be particularly necessary in order to extend the teacher’s professional longevity (Gordon,
Preservice and in-service teachers need to know that students with emotional behavior disorders need more behavioral support than do their peers with learning disabilities or mental retardation (de l'Etoile, 2005). Teachers in training should be made aware of the categorical differences long before accepting employment in schools (Sabornie, 2006).

Hickey (2002) presents the argument that currently, academic requirements in preservice music teacher education supersede exposure to different learning styles pointing out that most training programs remain “compartmentalized in specialized courses intended to develop future teachers: expertise in general music, band, chorus, or strings” (p. 1). Music teacher education curriculum needs to be reexamined (Brophy, 2002; Hammel, 2001; de l’Etoile, 2005; Colwell, 2003). Programs for educating music teachers across institutions are not necessarily the same with course content and degree requirements being similar however, expertise, resources, and budgetary constraints may vary greatly (Hickey, 2002). A teacher’s level of subject-matter competence is the prime predictor of student learning (Mullins, 1993) and should be the major component of teacher preparation (Reimer, 1993). An additional issue is the lack of consistency in course content between any two institutions (Colwell, 2006).

In a national survey through MENC: The National Association for Music Education, 237 music teachers were assessed on their opinion of classroom music teachers preservice needs. Classroom management was one of the most recommended courses. Twenty-four percent of respondents listed general education classes as the least effective in preparing preservice teachers (Brophy, 2002). Colwell (2000) cites a lack of content-specific coursework in special education preservice music education programs. In a study by Conway (2002), fourteen first-year music teachers were interviewed regarding the value of preservice coursework in their role as music
teachers. Most valuable preservice experiences included student teaching and fieldwork. Least valuable was fifteen credits taken in the College of Education (Conway, 2002).

According to Wilson (1997), teachers' best qualified to teach the arts are specialists who possess expertise that can enhance student understanding and skills. Music teacher education programs are compartmentalized with specialized courses intended to develop future teachers’ expertise in general music, band, chorus, or strings (Darrow, 1999). Degree programs are already overloaded with required course work (Hickey, 2002). Preservice teachers need more training in cultural diversity and different learning styles in student populations, with options for addressing the music-learning styles and interests of all students. (Hickey, 2002)

Teachers need a working definition of the conditions, types and characteristics that accompany the various disabilities (Colwell, 2003). The ability to adapt educational procedures to the learning characteristics of students with disabilities often requires specialized educational preparation (Darrow, 1999). Teachers are often unaware of the strategies that can be used to make an inclusive situation successful and of the music potential of many students with disabilities (Darrow, 1999). De l’Etoile (2005) suggests that educators must be trained in not only learning strategies, but in classroom management for more severe behaviors (Bradley, 1994). Mastropieri (1996) supports systematic, intensive training either as part of a certificate program or well-planned professional development activities. IDEA also has a component that states that the education of students with disabilities must set a level of high expectations and intensive professional development for all personnel who work with these students (OSEP, 2004).
One special education class is not enough. Teaching students with disabilities should be a thread woven throughout the teacher education curriculum (Hardin, 2005). Many teacher preparation programs require 5 years to complete a bachelor of music program in the School of Music. The challenge of including the needed behavior training and instruction on specific disability area is very limited by time, financial limitations, and university resources (Brophy, 2000, Hammel, 2001 Colwell, 2000).

State of music in our schools

The Special Education Elementary Longitudinal Study (SEELS) is part of the national assessment of the Individuals with Disabilities Education Act. The goal of this survey was to track students with disabilities from elementary school through middle/junior high and high school (SEELS, 2005). The figures below are based on teacher perception, not countable, measurable data. According to survey results, teacher reports of the top six problem behaviors rated by percentage are as follows:

- Gets easily distracted very often 38.60
- Acts impulsively very often 25.10
- Argues with others very often 12.90
- Appears lonely very often 9.80
- Fights with others very often 6.90
- Acts sad or depressed very often 6.80

Surveys conducted by the Fast Response Survey System (FRSS) of the National Center for Education Statistics present current information on the state of elementary music teachers in the United States (NCES, 2000). According to the survey, music instruction was offered in ninety-four percent of all elementary schools. Seventy-two percent of schools that offered music
instruction employed a full-time specialist to teach. Seventy percent of the schools reported that the subject was taught only by certified music specialists and forty-five percent of the music specialists had a master’s degree in their respective fields of study or in a related field. On average, eighty percent of the students attended two or less classes per week for an average time of thirty-eight minutes. Twenty percent of the students had music from three to five times weekly.

Enrollment in public elementary and secondary schools rose 22% between 1985 and 2005. The fastest public school growth occurred in the elementary grades (pre-kindergarten through grade 8), where enrollment rose 24% over this period, from 27.0 million to 33.5 million. Public secondary school enrollment declined 8% from 1985 to 1990, but then rose 31% from 1990 to 2005, for a net increase of 20% (NCES, 2005). According to the National Center for Education Statistics (2005), not only are the number of students with disabilities increasing, our elementary school size is increasing. Between 1985 and 2004, enrollment rose twenty-five percent. Fifty-four percent of elementary schools had over four hundred students while twenty-one percent of elementary schools had fewer than two hundred students. Growth in the number of six to eleven year olds was up by nineteen percent (IDEA, 2004).

All classrooms consist of students with varying skills, cultures and linguistic backgrounds (Hester, 2004). Students with disabilities, many with emotional behavior disorders, are often included in most music classes (de l’Etoile, 2005). According to the Twenty-fourth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (Table AA13), during the 2000-01 school years, eleven percent of the estimated enrollment of children ages six to seventeen consisted of students with disabilities. The highest individual
classification percentage was for specific learning disabilities with almost six percent of the school-age population falling into this group. Four disability categories continued to account for the majority of students served under IDEA, specific learning disabilities made up fifty percent of the population, speech/language made up nineteen percent, mental retardation made up eleven percent and students with emotional behavior disorder made up eight percent of the population (OSERS, 2004).

Hammel (2001) stresses the importance of accessing each special learner’s IEP. The amount of time it would take a music teacher working in a school with 1000 students (10% of which are special learners) is prohibitive. If the teacher spent 15 minutes per IEP, that would amount to 25 hours worth of work for 100 students. That does not include the time and effort that must be spent to plan for accommodations and create the adapted materials. Music teachers are trying to teach too much content in a limited amount of time to far too many children with limited resources (Jellison, 2005).

According to the SEELS survey (2002), 88.5% of the students with emotional behavior disorders spent part of the school day in general education classes according to the parents. Overall, students with disabilities were included in general education classes 94.1% of the time in rural areas, 92.8% in suburban areas and 87.4% of the time in urban areas. Music inclusion with the general education class occurred for 80.8% students with EBD, while 21.5% of these students had music instruction in a self-contained or resource room model. Inclusion with general education classes for music instruction was more common for all disability groups in rural areas (95.7%) followed by suburban (92.3%) and urban (87.2%) areas.
**EBD need for music instruction**

Music is often used by teachers as a medium for promoting learning and social interaction among young children (Achilles, 1999). Music has been discussed as a context to encourage cooperative activities, to maintain group activities, to aid in problem solving, to assist in learning routines, to expand memorization skills, to promote good feelings about self and others, to indicate readiness to take part in group activities, to accept the suggestions of the group, and to reduce anxiety and promote trust; (Hildebrandt, 1988; Hitz, 1987)

Group keyboard instruction provides a positive and motivating environment for elementary school students, suggests Bissell, (1995). Each student has the opportunity to explore the keyboard and to discover his or her musical talent, as well as to be part of a team that succeeds in meeting class goals. By providing opportunities for both individual and class practice and achievement, the teacher can encourage students to cooperate with and to help their peers. The teacher can also nurture self-esteem by helping each student succeed at his or her own level of ability and interest. (Bissell, 1995)

Music activity can set the context for the learning, the inclusion facilitator (Hildebrandt, 1998). Music can be used to define play with activities evoking emotions of safety and trust, self-confidence and competence (Hitz, 1987). Songs instill in children a love of the sounds of their language, of the poetry and imagery of their national and cultural music often increasing the memory skills of the child through the repetition and length of phrases that don’t necessarily make sense (Hildebrandt, 1998). The interaction promotes motor, language, and cognitive skills as well as group cohesiveness and cooperation (Martin, 2001). “Excluding some Americans from music education denies them access to one of the core academic subjects, music, as an essential
path toward meeting their educational needs, breaking social and economic barriers, and accommodating diverse learning and teaching.” (MENC, 2003)
CHAPTER THREE: METHODOLOGY

Purpose of study

The purpose of this study was twofold. The first was to determine whether elementary music teachers feel prepared to manage the severe behavior characteristics of students with emotional behavior disorder. The second goal of the study was to examine the level of behavioral support available to elementary music teachers in addressing the needs of students with emotional behavior disorders. Participants completed an online questionnaire consisting of thirty-six questions. Respondents were asked to recall their experiences with students with severe emotional behavior disorders and their feelings of preparedness to handle the following specific behaviors; withdrawal or non-participation, impulsive behavior, argumentative behavior, aggression towards peers, and aggression towards the teacher. Each participant had an opportunity to share comments, opinions, or personal experiences which were included anonymously in the study.

Research questions

This study addressed the following questions:

1. Do randomly selected elementary music teachers who are members of MENC: The National Association for Music Education feel prepared to effectively manage challenging behaviors of students with emotional behavior disorders in their music classes?

2. Do randomly selected elementary music teachers who are members of MENC: The National Association for Music Education feel they have adequate support to effectively manage the challenging behaviors of students with emotional behavior disorders in their music classes?
Descriptions of the participants

The researcher signed a contract with MENC (see Appendix B) forming a partnership to involve MENC members in the study. Participants consisted of elementary music teachers who were members of MENC: The National Association of Music Teachers currently working in elementary schools teaching classroom music in the United States. MENC: The National Association for Music Education sent out the survey link via email to a random sample of 2,495 active members from 50 states that had an email address listed with the organization. The email included a link to SurveyMonkey.com where the survey was posted providing complete anonymity to participants. The link was open for 14 days. MENC sent the researcher the number of elementary music teachers in each state. The researcher was given a list of the number of elementary music teachers in each state. An online random sampling program was used to select 50 numbers. Fifty names from each state were selected by random sample alphabetically (with the exception of Hawaii which had 45 members total and were all included) when the randomly selected numbers were applied to the numbered database by MENC.

Description of the instrument

The researcher devised a 39 item survey instrument based on supporting literature. Appendix G includes documentation of the research support for each item. The questionnaire was designed utilizing basic principles for e-mail surveys suggested by Dillman (2000). Each participant received an invitation by email to participate. Only the participant's name was listed, not the entire group (Principle 11.2). Respondents were given a choice of responding to the questionnaire or directly to the researcher (Principle 11.4). In the questionnaire design, the column widths were limited to approximately 70 characters in order to decrease the likelihood of
wrap-around text (Principle 11.6). The first question on the questionnaire asked the participants' age range, a simple to answer question (Principle 11.7). Respondents were asked to place checks inside boxes to indicate their answers (Principle 11.8). The study was approved by the Institutional Review Board at the University of Central Florida before being made available to respondents (see Appendix A). In addition, the questionnaire was reviewed by National Board Certified Teachers in elementary music (see Appendix E) and music education professors from three Florida universities (see Appendix F) in order to establish content validity. The feedback from both groups was incorporated into the final instrument. The comments of both groups allowed the researcher to present a more easily understood, user-friendly questionnaire.

The researcher-developed questionnaire began with a letter of invitation and consent followed by a page of general instructions (see Appendix C). The body of the survey was divided into six categories, personal information; information about the school and teaching situation including population demographics and geography; current experience with students and classes; the occurrence and preparedness to handle severe behaviors including the amount of preservice training, in-service and behavioral supports; additional comments in each of the areas listed above; and opportunity for providing additional information through direct contact with the researcher.

The first category, consisting of three questions, addressed the personal information about each respondent such as gender, age, and years of experience. Characteristics of work environment in the second category included nine questions on the number of students served, the number of classes and average size, the schedule, and teaching location. Demographic information was requested based on population density. Geographic information was based on
the state in which the respondent was currently teaching. The third category consisted of eight questions that examined the presence of students with exceptional needs and additional adult supports in music classes. Current experience and preparedness to deal with five characteristics of students with emotional behavior disorder, withdrawal or non-participation, impulsive behavior, argumentative behavior, aggression towards peers, and aggression towards the teacher were examined in the forth category. Respondents were asked ten questions about the frequency of their experiences and their perceived ability to manage the aforementioned five behaviors. Six questions assessed the amount of preservice training in severe behaviors the respondent had, how much preservice training the respondent felt would be useful, the amount and frequency of in-service training and behavioral supports available to the teacher at both the school and district level were asked. Finally, opportunities were available for participants to offer opinions and share experiences to open ended questions at the end of the questionnaire. Respondents were invited to contact the researcher through email to provide additional information at the end of the survey.

The survey was available through SurveyMonkey.com which acted as an intermediary between MENC and the researcher. MENC provided a link to the survey which was available on SurveyMonkey.com, to a random sample consisting of 50 elementary music teachers from each of the 50 states via email (see Appendix G). The survey was open and available to respondents from February 11, 2008 through February 25, 2008. The compiled data was then provided to the researcher.
Research design

This is a descriptive study which utilized both central tendency and variability. The central tendency included mean. The variability provided a range of scores, standard deviation and variance. Data was analyzed according to frequencies on each question. Inter-rater reliability was used to interpret phenomenological information from the questionnaire.

Ethical considerations

Participants were informed of the purpose of the study and given an opportunity to read a summary of the completed survey through the MENC website. Since respondents were participating through an unsecured online connection, they were cautioned that the answers they gave could be retrieved by an outside source. Phenomenological information came from the final section of the survey and via direct contact with the researcher. All attempts were made to keep each participant anonymous.
CHAPTER FOUR: RESULTS

Description of sample

The questionnaire was answered by 269 elementary music teachers representing each of the fifty states (see Appendix G). Geographic regions, as defined by the U.S. Census Bureau (2007), were represented as follows; Midwest, 24.0%, Northeast, 25.6%, South, 27.9%, and West, 15.5% (see Appendix D). Respondents were closely divided by demographic area; rural, 30.6%; urban, 33.3%; and suburban, 36.0%. The music teachers were 81.8% female and 18.2% male. The ages of the respondents fell into four groups, 20 - 35 years old, 36 - 50 years old, 51 - 65 years old, and more than 66 years old. The first three groups were closely represented by 30.5%, 33.8%, and 34.6% respectively. Two of the respondents or 0.7% were over 66 years old. Years of experience ranged from 0-5 years (23.8%), 6-10 years (15.2%), 11-15 years (12.6%), to 16-20 years (13.0%). The largest group of respondents (35.3%) had 21 or more years of experience (n=269).

Teaching situations included multiple school scenarios with 9.7% of respondents teaching at more than one school. School sizes varied from less than 500 students (39.4%), 501 - 1000 students (46.3%), 1001 - 1500 students (4.2%), to more than 1501 students (0.4%). Respondents taught 1 - 10 classes (19.0%), 11 - 20 classes (27.5%), 21 - 30 classes (35.7%), and more than 31 classes (17.8%). Eighty-four percent of participants averaged 16 - 30 students in each class. Three respondents or 1.2% reported an average of more than 45 students in their classes. Most of the respondents (84.4%) saw their classes once in five school days or more frequently. Class frequency of twice or more in five school days was reported by 42.8% of
Music class attendance of once in 11 or more school days was experienced by 0.8% of respondents. A dedicated, self-contained music room was the teaching environment of 89.5% of respondents with 10.5% of respondents using a multi-use space such as a cafeteria or traveling to individual classrooms with a cart. One teacher held class in a "very cold hallway". Eighty-three point six percent of respondents indicated that all students in their school attended music class. The remaining 16.4% of respondents indicated that all students did not attend music class or teachers were unaware of the attendance status. Respondents indicated that 81.3% had no separate exclusively self-contained special learner classes, 16.3% of the music teachers had between 1 and 5 self-contained classes, .08% had between 6 and 10 self-contained classes, 0.4% had more than 11 self-contained classes, and 1.2% of the teachers did not know how many self-contained special education classes they taught. Table 6 indicates respondent's perceptions of the number of students with an IEP and the number of students with emotional behavior disorders in their music teacher caseload. Thirty-seven point one percent of the music teachers taught classes containing an average of eleven or more students with an IEP. Eight point eight percent of the teachers taught classes containing an average of eleven or more students with emotional behavior disorder as a primary disability.

Table 6 Percentage of teacher estimate of ESE students

<table>
<thead>
<tr>
<th>Students</th>
<th>&lt;5</th>
<th>6 - 10</th>
<th>11-15</th>
<th>16-20</th>
<th>21&lt;</th>
<th>I don't know.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>25.5</td>
<td>31.1</td>
<td>19.9</td>
<td>11.6</td>
<td>5.6</td>
<td>6.4</td>
</tr>
<tr>
<td>EBD as primary disability</td>
<td>60.4</td>
<td>19.2</td>
<td>5.6</td>
<td>2.4</td>
<td>0.8</td>
<td>11.6</td>
</tr>
</tbody>
</table>

n = 251
In order to assess how prepared teachers felt, the incidence of these behaviors was included. Teachers were asked to indicate the frequency of the five behavior categories in their classes per week over the past semester. Table 7 indicates the incidence of those behaviors by the percentage of teachers experiencing the behavior in their classes. The most frequently occurring behavior experienced by more than three times the next most frequent behavior was impulsivity (16.8% of teachers, M= 2.41, SD=1.40) followed by argumentative behavior (5.5%, M=1.62, SD=.99), aggression towards peers (4.2%, M=1.59, SD=.91), and withdrawal (4.2%, M=1.58, SD=.91). The least frequently experienced behavior was aggression towards the teacher (84.9%, M=1.02, SD=.51) however, this was also the behavior that the largest number of teachers (16.5%) felt unprepared for (see Table 8). Even though this behavior was experienced least frequently by the majority of teachers, it is important to note that 15.1% of the teachers experienced this behavior more than once a week. The behavior that occurred most frequently, more than ten times per week, for the highest number of respondents (16.8%) was impulsivity. The greatest number of teachers experienced four behaviors one to five times per week, impulsivity (41.6%), argumentative behavior (42.2%), withdrawal (52.7%), and aggression towards peers (53.6%). The largest group of respondents (84.9%) experienced aggression toward the teacher less than one time per week.
Table 7 Incidence by percentage of severe behavior by students

<table>
<thead>
<tr>
<th>Frequency of behavior</th>
<th>Withdrawal</th>
<th>Impulsivity</th>
<th>Argumentative</th>
<th>Aggression towards peers</th>
<th>Aggression towards teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 1 time per week</td>
<td>36.3</td>
<td>17.2%</td>
<td>39.7</td>
<td>35.0</td>
<td>84.9</td>
</tr>
<tr>
<td>1 - 5 times per week</td>
<td>52.7</td>
<td>41.6</td>
<td>42.2</td>
<td>53.6</td>
<td>14.7</td>
</tr>
<tr>
<td>6 - 10 times per week</td>
<td>6.8</td>
<td>24.4</td>
<td>12.7</td>
<td>7.2</td>
<td>0.4</td>
</tr>
<tr>
<td>More than 10 times</td>
<td>4.2</td>
<td>16.8</td>
<td>5.5</td>
<td>4.2</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean: 1.58 2.41 1.62 1.59 1.02
SD: .91 1.40 .99 .91 .51

n (withdrawal) = 237, n (impulsivity) = 238, n (argumentative) = 237, n (aggression towards peers) = 237, n (aggression towards teacher) = 238

Research questions

The first research question asked how prepared elementary music teachers felt to handle five areas of challenging behavior often exhibited by students with emotional behavior disorders; withdrawal, impulsivity, argumentative behavior, aggression towards peers, and aggression towards the teacher. Of the five categories of challenging behaviors listed in Table 8, 16.5% of teachers felt most unprepared to handle aggression toward themselves (M = 3.10, SD = 1.65) and 10.6% felt most unprepared to handle aggression towards peers (M = 3.28, SD = 1.56). Withdrawal (5.9%, M = 3.30, SD = 1.42), impulsivity (4.6%, M = 3.49, SD = 1.48), and argumentative behavior (4.6%, M = 3.51, SD = 1.51) were cited the fewest times by teachers who felt unprepared.
In order to effectively review the data and better understand the level of preparedness, the following combined categories were created (see Table 9). Mastery was defined as moderately prepared (level 4 on the Likert scale) and very prepared (level 5 on the scale). A second category, not mastered, was created by combining unprepared (level 1 on the Likert scale), slightly unprepared (level 2 on the scale) and slightly prepared (level 3 on the scale). Percentages were rounded to the tenth place. Respondents felt unprepared for withdrawal (50.8%), aggression towards peers (50.9%), and most unprepared for aggression towards the teacher (58.1%). Teachers felt prepared for argumentative behavior (55.7%) and most prepared for impulsivity (58.2%). Table 9 indicates that the highest number of teachers felt prepared to address impulsivity (58.2%).

Table 8 How prepared teachers feel by percentage

<table>
<thead>
<tr>
<th>Level of preparedness</th>
<th>Withdrawal</th>
<th>Impulsivity</th>
<th>Argumentative</th>
<th>Aggression towards peers</th>
<th>Aggression towards teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Unprepared</td>
<td>5.9</td>
<td>4.6</td>
<td>4.6</td>
<td>10.6</td>
<td>16.5</td>
</tr>
<tr>
<td>2 = Slightly unprepared</td>
<td>15.1</td>
<td>11.8</td>
<td>14.6</td>
<td>15.3</td>
<td>18.2</td>
</tr>
<tr>
<td>3 = Slightly prepared</td>
<td>29.8</td>
<td>25.3</td>
<td>25.1</td>
<td>25.0</td>
<td>23.4</td>
</tr>
<tr>
<td>4 = Moderately prepared</td>
<td>41.2</td>
<td>46.0</td>
<td>36.8</td>
<td>33.5</td>
<td>22.9</td>
</tr>
<tr>
<td>5 = Very prepared</td>
<td>8.0</td>
<td>12.2</td>
<td>18.8</td>
<td>15.7</td>
<td>19.0</td>
</tr>
<tr>
<td>Mean</td>
<td>3.30</td>
<td>3.49</td>
<td>3.51</td>
<td>3.28</td>
<td>3.10</td>
</tr>
<tr>
<td>SD</td>
<td>1.42</td>
<td>1.48</td>
<td>1.51</td>
<td>1.56</td>
<td>1.65</td>
</tr>
</tbody>
</table>

n (withdrawal) = 238, n (impulsivity) = 237, n (argumentative) = 239, n (agression towards peers) = 236, n (agression towards teacher) = 231
Training

Preparedness for severe behavior incidents can be affected by training in strategies and best practices in severe behavior management (Walker, 1999; Shapiro, 1999; Lane, 2005). In Figure 1 (n=238), no preservice training in behavior management was indicated by 30.7% of respondents. Forty-four point five percent of participants had discussion within education classes at the preservice level. Respondents indicated that 24.4% had taken a course in special education and 23.5% had taken a course in behavior management. Teachers responded that a class in special education (21.1%) or a class in behavior management (30.2%) should be required at the preservice level. When asked if they had a plan for managing a crisis in case of violence in their classroom, 63.9% of respondents answered yes and 36.1% answered no (n=238). In-service in the past three years in behavior management was attended by 57.7% of respondents with 42.3% of respondents listing no in-service on behavior management. Two point five percent of respondents had attended a multi-day proprietary training with certification at the end of training, such as Non-Violent Crisis Prevention Intervention (CPI).

<table>
<thead>
<tr>
<th>Teacher mastery of preparedness levels by percentage</th>
<th>Withdrawal</th>
<th>Impulsivity</th>
<th>Argumentative</th>
<th>Aggression towards peers</th>
<th>Aggression towards teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not mastered</td>
<td>50.8</td>
<td>41.7</td>
<td>44.3</td>
<td>50.9</td>
<td>58.1</td>
</tr>
<tr>
<td>Mastery</td>
<td>49.2</td>
<td>58.2</td>
<td>55.7</td>
<td>49.1</td>
<td>41.9</td>
</tr>
<tr>
<td>Mean</td>
<td>1.58</td>
<td>2.41</td>
<td>1.62</td>
<td>1.59</td>
<td>1.02</td>
</tr>
<tr>
<td>SD</td>
<td>.91</td>
<td>1.40</td>
<td>.99</td>
<td>.91</td>
<td>.51</td>
</tr>
</tbody>
</table>

Table 9
Figure 1 Preservice training attended and suggestions for future training

1 = No training (30.7%, 0.4%)
2 = Within current preservice classes (44.5%, 35.6%)
3 = Special education class (23.5%, 45.6%)
4 = Class specifically on behavior management (10.5%, 68.2%)
Behavior support

Table 10 shows the responses of elementary music teachers to the question regarding the behavior support to effectively manage the behavior of students with emotional behavior disorders. Additional adult assistance was available to some teachers in both included classes and self-contained special education classes. The largest group of respondents (48.8%) had adult assistance with inclusive classes less than 25% of the time, 38.8% of respondents had assistance with self-contained special education classes less than 25% of the time. Almost forty-six percent of respondents never had assistance during regular inclusive classes and 35.7% never had assistance with a self-contained class. Support by a behavior specialist was available to 53.8% of respondents at the school level, 68.9% at the district level. Sixteen point four percent of the music teachers didn't know if support was available at their school and 22.1% didn't know if support was available at the district level (n=238).

Table 10 Percentage of teachers with adult assistance

<table>
<thead>
<tr>
<th>Type of class</th>
<th>Never</th>
<th>&lt;25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76% or &gt;</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included classes</td>
<td>45.9</td>
<td>48.8</td>
<td>3.3</td>
<td>0.8</td>
<td>0.4</td>
<td>0.8</td>
</tr>
<tr>
<td>Self-contained ESE</td>
<td>35.7</td>
<td>38.6</td>
<td>4.4</td>
<td>3.6</td>
<td>4.8</td>
<td>12.9</td>
</tr>
</tbody>
</table>

n=249

44
Phenomenological information

Respondents were given an opportunity to comment in five areas:

1. How prepared do you feel to handle severe behavior?
2. How much preservice training do you think is needed?
3. How much in-service training is needed?
4. What kinds of behavior supports are needed?
5. What are your personal experiences?

The comments ranged from one word answers such as "needed" to multiple paragraphs with teachers sharing in depth thoughts about experiences that had impacted their teaching.

Inter rater reliability

Two professional educators currently employed as classroom teachers for students with severe emotional behavior disorder served as a raters defining the categories under each of the five areas listed above. The researcher defined the categories and trained the raters using examples from each category. Inter rater reliability ranged between ninety and one hundred percent.

Preparedness to handle severe behavior

The answers to the first question were coded into two categories; prepared and unprepared. The prepared category included any positive indication of preparedness such as "somewhat prepared" or "I feel I could handle most any behavior". The unprepared category included any negative indication of preparedness such as "Not at all; would only know to push emergency button".
Most of the comments in this category (see Table 11, n=111) explained why teachers were either prepared (63.9%) or unprepared (25.2%). Teachers were unprepared due to lack of coursework and length of time since college graduation and coursework among a variety of responses. They felt prepared due to advice and support from friends or family members in the special education field or personally had some background experience with severe behaviors. Six of the respondents cited a lack of communication specifically as affecting their preparedness.

Three teachers stated they were unprepared for weapons.

Table 11 Comments on "How prepared do you feel to handle severe behavior?"

<table>
<thead>
<tr>
<th>Raters</th>
<th>How prepared</th>
<th>Unprepared</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher</td>
<td>72</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>2nd Rater</td>
<td>70</td>
<td>29</td>
<td>12</td>
</tr>
<tr>
<td>Mean</td>
<td>71</td>
<td>28</td>
<td>12</td>
</tr>
<tr>
<td>Percentage</td>
<td>63.9</td>
<td>25.2</td>
<td>10.8</td>
</tr>
<tr>
<td>Inter rater reliability</td>
<td>97.2</td>
<td>96.5</td>
<td>91.6</td>
</tr>
</tbody>
</table>

n=111
Some of the respondent's comments included the following quotes:

"Little training is given for extreme behavior, especially for the unique situation of the music room. The high level of motion and interaction with equipment produces different hazards than those dealt with by classroom teachers. Often the action sends the student to the principal for disciplinary action."

"It depends on the behavior. I feel fairly prepared to handle outbursts of anger - but not prepared at all to handle violence towards me or another student."

"Not well prepared at all. My buildings/district has no set discipline action plan to unite the school, and I don't have all the answers."

"I can defend myself very well, without hesitation."

"I deal with this daily. I am fully prepared to handle this."

**Preservice training needed**

This question was coded into two categories; need additional training and none required. The first category, need additional training, included any comment indicating a need for change in preservice training to include more learning experiences in behavior management such as "Any teachers going into a hostile urban environment need very specific training with hands on experiences." and "It needs to be a requirement.". The second category, none required, included any comment that indicated that current training was sufficient or not needed such as, "Nothing can adequately prepare you." or "None - I feel prepared".

As shown in Table 12 (n=95), ninety-two point six percent of respondents indicated a need for additional training. Six respondents (6.3%) indicated that no additional training should be required. Four respondents emphasized the need to have behavior management that was specific to the music classroom. Twenty-one music teachers indicated that a mandatory course in behavior management was needed while four stated that behavior management should be
included in all education classes. Six respondents stated that a special education course should be mandatory at the preservice level. Fifteen music teachers stated that interns should be exposed to more severe situations to better prepare them for the real classroom. Two respondents recommended teaching preservice teachers how to restrain students or the use self defense methods. Five music teachers indicated that preservice training was not helpful and that behavior management training should be ongoing, in the actual classroom. Five teachers indicated that the most severe behaviors came from students on the autism spectrum. Six respondents stated no additional training was necessary.

<table>
<thead>
<tr>
<th>Table 12 Comments on &quot;How much preservice training do you think is needed?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raters</td>
</tr>
<tr>
<td>Researcher</td>
</tr>
<tr>
<td>2nd Rater</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
<tr>
<td>Inter-rater reliability</td>
</tr>
</tbody>
</table>

n=95
Teachers expressed specific ideas as follows:

"I see the population changing in this time - parents are ready to go to court at the drop of a hat, so to speak. I feel up-coming teachers need to know how to deal with the problems and parents."

"Preservice students are totally naive and idealistic. They think that it won't happen to them."

"New teachers need to know that problems can occur in less than a breath, and how to approach the kids, parents, administration, and community after the blood dries."

"More (training) for "specialists" (music, art, gym) than regular classroom teachers is needed because we teach ALL the students."

"Every music educator should have a behavior management class; however, one specifically dealing with music classrooms is best because of all the different activities that take place in that environment without the help of an assistant or other adult."

In-service training needed

Respondents comments on in-service were coded into three categories; more needed, needed specific to music and none (n=89, Table 13). The first category was characterized by any positive comment indicating a need for additional in-service training such as, "On-going training is needed because challenges are changing." or "Continue with current teaching practices that address this issue." The second category, needed specific to music, includes any comment indicating a need for music subject specific training such as, "I feel that in-service needs to be subject specific." or "There are special applications to music." The third category, none, included any indication that no in-service training was needed such as, "None - I feel prepared." or "Not mandatory".

Respondents expressed an overwhelming need for additional in-service on severe behavior management (87.0%). Six music teachers indicated that behavior management training should be available annually and three teachers indicated the importance of this type of training
for new hires. Two teachers stated that five to ten minutes of each staff meeting should be devoted to the topic. Four teachers felt that no in-service was needed. Six teachers indicated the importance of having music specific training in severe behavior management. The importance of direct observation and discussion was listed by four teachers. Two teachers wanted training on physical restraints.

<table>
<thead>
<tr>
<th>Rater</th>
<th>More needed</th>
<th>Needed specific to music</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher</td>
<td>78</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2nd Rater</td>
<td>77</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Mean</td>
<td>77.5</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>Percentage</td>
<td>87.0</td>
<td>6.7</td>
<td>5.0</td>
</tr>
<tr>
<td>Inter-rater reliability</td>
<td>98.7%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Some of the quotes were as follows:

"As members of an elementary staff, ongoing in-service training usually occurs. As for application to music, obviously there will be special applications. For instance, the nature of "bows" and "mallets" is one of potential weapons and injury; we need to be aware of potential problems due to our tools of the trade."

"Music ed. specialists should be included for in-service training - we are often left out."

"We need opportunities to connect with other music teachers dealing with the same problems without feeling like a "bad" teacher for needing the help."

"We need more training on specific issues, and the "specialist" teachers need to feel included on students' behavior goals. Often, we are seen as glorified babysitters, and thus deemed unworthy of access to IEPs and other plans."
Behavior supports needed

Responses to this question were coded into three categories; sufficient and in place, need support from specialists and administration, and need communication (n=82, Table 14). The first category, sufficient and in place, included any comment that indicated a positive experience with behavior support such as, "I feel I have sufficient support from the guidance department and counselors they bring in if necessary; the other teachers, and most importantly, the administrators." or "The very few students in my school that may demonstrate severe behavior have their own aide who is available to assist, or remove the child for his/her own protection and the protection of others." The second category, need support from specialists and administration, included any comment that indicated a request for physical presence in the class for support from another adult such as, "Our school has a behavior/instructional aide but she is not always available when you need her." or "Supports are there but not for the music teacher, only for the classroom teacher." The final category, need communication, was defined as a request for information that did not require an extra adult in the room during music class such as, "Someone to help you create a written plan, and someone to back you up if you have to go to higher levels of that plan." or "School psychologist, assistant principal, paraprofessionals, planning time for collaborative work with classroom teachers." Fourteen music teachers stated that they have all the behavior support they need. Sixty-one point five teachers expressed a need for additional behavior support including how important trained paraprofessionals were for successful behavior support. Time for collaboration with special education teachers and support specialists was listed by ten teachers. Thirteen teachers stressed the importance of an administration that is supportive, efficient and effective. One teacher stated that the area of behavior support was the most
underfunded of all teaching/support positions. Ten point five teachers listed a lack of understanding a discipline routine or lack of communication with support personnel. Five teachers expressed a need for counselors and/or social workers at their school. Two teachers said that a place to send students to cool down was most important.

Table 14 Comments on "What kinds of behavior supports are needed?"

<table>
<thead>
<tr>
<th>Raters</th>
<th>Sufficient and in place</th>
<th>Need support from specialists/administration</th>
<th>Need communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher</td>
<td>14</td>
<td>62</td>
<td>10</td>
</tr>
<tr>
<td>2nd Rater</td>
<td>14</td>
<td>61</td>
<td>11</td>
</tr>
<tr>
<td>Mean</td>
<td>14</td>
<td>61.5</td>
<td>10.5</td>
</tr>
<tr>
<td>Percentage</td>
<td>17%</td>
<td>75%</td>
<td>12.8</td>
</tr>
<tr>
<td>Inter-rater reliability</td>
<td>100%</td>
<td>98.3%</td>
<td>90%</td>
</tr>
</tbody>
</table>

n=82

Some of the shared comments were as follows:

"It is integral to any teachers' success to have supports like these available, or at least the knowledge of HOW to get the help they need."

"Music teachers should be made aware of behavior students before they attend music class. This is also true for the physical needs of medicated students. Nobody tells the music teacher, but leaves the students in our care for 30 minutes a day."

"When students with severe problems are new to the school population, "special" area teachers are not included in meetings with special education teachers or counselors. It would be valuable to be included in this type of meeting and continually updated on changes to the student's IEP."

"No matter how much training music teachers receive, being alone in the room while I am containing the problem, who is watching over and keeping the class secure and calm?"

"Teachers need to have more rights with decisions on whether a student is permitted to attend classes or not because of past behaviors."
"Staffing always seems to be a problem, but the specialists - music, art, PE - seem to be at the bottom of the list when it comes to doling out help in dealing with these types of issues."

Personal experiences

The final question was coded into four categories; positive experience, injured or threatened, need support, and need communication (n=89, Table 15). The first category included any comment that indicated a positive experience such as, "It takes time to understand and be able to handle severe situations in a classroom." or "I have had many minor incidents. Because students want to come to music, slight behavior modification is usually successful." The second category, injured or threatened, included any comment indicating a teacher was injured by a student or threatened with physical injury such as "I had a student hit me repeatedly as I restrained him from hitting others in the classroom with a mallet." or "In my first year teaching I had a gun pulled on me..." The next category, need support, was defined as any comment that emphasized the need for another adult in the classroom such as, "My school sees nothing wrong with sending all of the kids from the self-contained rooms to specials with no help. These kids need supports in every area and without help nothing gets done and all of the students suffer!" or "Severe students require the help of outside professionals or para-pros." The final category, need communication, included any comment indicating a need for communication with specialists/administrators outside the music classroom such as, "No planning time with other teachers is available." or "When new students come on our campus, we need to know if they have special needs."

In the first category, respondents stressed the importance of a calm demeanor, keeping students busy so they can't attack, not allowing a student to engage you in arguing, rewards, and
teaching students appropriate social behavior. One respondent said that training in behavior was each teacher's responsibility while another said experience was the best teacher.

In the area of support/communication, the most frequently cited challenges were lack of assistance from specialists and no knowledge of which students had emotional behavior disorders. Fourteen respondents stated that a lack of adult support during class was a major issue with paraprofessionals often taking their breaks during music class. There were numerous comments (11) on the fact that music and specials are the only places many students are included, not in regular classrooms.

Seventeen teachers listed specific injuries received from students in the course of their jobs. One teacher was attacked with a razor blade; another was hit repeatedly while trying to restrain a student to keep him from attacking other students. Three teachers listed being hit by a thrown chair with one teacher complaining that there were no repercussions for the student. One teacher stated that a student kicked them twice in the shin during the first 10 minutes of their first teaching job. One teacher said that they had been hit by a thrown chair 20 years ago and were still suffering the repercussions of that incident. Two teachers listed being bitten and spit upon. One teacher said a student brought a gun to class.

Ten respondents stated they were in best case situations with great support from classroom teachers, a supportive administration, and multiple adults to assist in the classroom, support from counselors and specialists, and the staff working as a team. One respondent stated that the students want music so they behave. Another respondent started out very afraid of special education students but now loves the kids. One teacher stressed that music can really help the aggressive child.
Four respondents stated that their greatest challenge was students with autism who also exhibited severe behaviors. One teacher stated they had written over 100 behavior referrals so far this year. Two teachers listed fist fights, kicking, punching, and out of control behavior as the greatest challenge. Two teachers listed withdrawal as their greatest challenge. One teacher stated that a student with no motivators and no fear of consequences was most difficult. Another teacher said reading problems cause 99% of behavior problems. Two teachers expressed a need for help on how to include students and where to draw the lines and make exceptions, especially for students with Tourettes Syndrome. Six respondents expressed how important it was for student interns to have experience in working with students with severe behaviors.

Thirty-nine point eight percent of the respondents who answered this question indicated a positive experience. Fifty-nine point nine percent indicated they needed additional supports. Nineteen percent of the respondents had been injured or threatened with injury by a student.

Table 15 Comments on "What are your personal experiences?"

<table>
<thead>
<tr>
<th>Raters</th>
<th>Positive experience</th>
<th>Injured or threatened</th>
<th>Need support</th>
<th>Need communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher</td>
<td>36</td>
<td>17</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>2nd Rater</td>
<td>35</td>
<td>17</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Mean</td>
<td>35.5</td>
<td>17</td>
<td>14</td>
<td>22.5</td>
</tr>
<tr>
<td>Percentage</td>
<td>39.8</td>
<td>19</td>
<td>15.7</td>
<td>25.2</td>
</tr>
<tr>
<td>Inter-rater reliability</td>
<td>97.2%</td>
<td>100%</td>
<td>100%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

n=89

Respondents anonymously shared personal experiences in the following quotes:
"I was threatened by a student, then in the same class had to break up a fight between a SpEd (special education) student and a non-disabled classmate. I couldn't get to the door or the intercom to call for help, and because I didn't have a clue what else to do, I stupidly jumped in and tried to break it up physically. It was terrifying!"

"In my first year teaching I had a gun pulled on me and I was so green that I just said put that thing away we don't have time to deal with this mess and he did. So we took care of it immediately after class. I was lucky."

"I had music class in an EBD class of 13 older boys in a portable classroom, away from the main building with no intercom, phone or adult help. After being hit in the face, I demanded another adult."

"I teach at four different schools. The administrative inconsistency is awful. What is tolerated at one school is not at another. Some principals back me up and some tell me to handle it on my own."

"I see 750 students weekly and cannot keep up with phoning the parents of disruptive students. I have been faulted for poor classroom management and will not have my contract renewed. I don't think this is fair."

"I am highly trained in Aikido, and I have used it at school."

Respondents came from diverse backgrounds and settings yet almost half of the survey participants chose to share personal comments. Four hundred sixty-six comments were submitted. According to the comments section, teachers who responded were prepared for severe behavior (63.9%, n=111), indicated that additional training at the preservice (92.6%, n=95) and in-service (87.0%, n=89) level is needed, and stated the need for more support from specialists and administrators (75%, n=82). Personal experiences that they chose to share were mostly positive (39.8%) but indicated a need for more communication (25.2%), and support in the classroom (15.7%). Nineteen percent of the 89 respondents who shared personal experiences had been injured or threatened by students.
CHAPTER FIVE: DISCUSSION

Introduction

This study examined the preparedness of elementary music teachers to handle five severe behaviors often exhibited by students with emotional behavior disorder: withdrawal, impulsivity, argumentative behavior, aggression against peers and aggression against the teacher. The second area examined how much behavior support was available to elementary music teachers to effectively manage those challenging behaviors. The researcher developed the survey instrument by reviewing literature, consulting with National Board Certified Teachers in elementary music (Appendix E), seeking input from professors in the music department of three different universities (Appendix F), and applying design principles for e-mail surveys by Dillman (2000).

The questionnaire was divided into five parts: (1) Tell us about you; (2) Tell us about your school and your teaching situation; (3) Tell us about your students and your classes; (4) Tell us about your experiences with aggressive student behavior in your classes; and (5) Additional comments. The final section of the questionnaire gave respondents opportunities to share experiences and opinion. The questionnaire was sent to eight teachers with national board certification in music and three music professors from Florida universities for critique and comments. These suggestions were incorporated into the finished questionnaire.

MENC: The National Association for Music Education was sent the questionnaire and a contract with the researcher for access to their database of elementary music teachers across the United States was signed. The study was then submitted to the Institutional Review Board at the University of Central Florida. After approval, a survey account was opened with

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SurveyMonkey.com to post the questionnaire providing an intermediary site which could be accessed anonymously by respondents.

MENC sent the researcher the total number of elementary members in all 50 states. The researcher then entered those numbers individually by state into an online random sample program which provided a list of 50 numbers for each state (except Hawaii which had 45 members who were all included). The list of numbers was then sent to MENC which sent out an introductory letter with the email link to participate in the survey. Two hundred sixty-nine respondents answered the questionnaire during the two weeks the questionnaire was open.

Responses from the questionnaire were entered into the computer program Statistical Package for the Social Sciences (SPSS). This descriptive study utilized both central tendency and variability. The central tendency included mean. The variability provided a range of scores, standard deviation and variance. Data was analyzed according to frequencies for each question.

In summary, the answer to the first research question, *Do randomly selected elementary music teachers who are members of MENC feel prepared to effectively manage behaviors of students with emotional behavior disorders in their music classes?*, can be divided into the five separate behavior areas. Elementary music teachers felt prepared to handle impulsivity (58.2%), and argumentative behavior (55.7%). They were not prepared for withdrawal (50.8%), aggression towards peers (50.9%), and least prepared to handle aggression towards the teacher (58.1%). The widest range of most frequently occurring attitude was in aggression towards the teacher with 16.5% of teachers indicating they were very unprepared and 19.0% stating they were very prepared. In the open ended comments, 25.2% of respondents stated they were
unprepared and sixty-three point nine percent of respondents indicated some level of preparedness.

The second research question: Do randomly selected elementary music teachers who are members of MENC feel they have adequate support to effectively manage challenging behaviors of students with emotional behavior disorders in their music classes? examined whether elementary music teachers felt they had adequate support to effectively manage the challenging behaviors of students with emotional behavior disorders in their music classes. Over 94% of the music teachers had adult assistance less than 25% of the time and 45.9% never had adult assistance with included classes. More than 74% of the teachers indicated that they have adult assistance with self-contained special education classes less than 25% of the time and 35.7% never had adult assistance with those classes. Forty-six point two percent of the music teachers had no behavior specialist available or were unaware if one was available. Only 3.7% of the respondents felt they had all the support they needed. Thirty-six point one percent of the music teachers had no crisis plan in case of an eruption of severe behavior in their classes. In the written comments, 75% of respondents expressed a need for support from specialists, district and administration, and 12.8% expressed a need for better communication (n=82). Seventeen percent stated that behavior supports were sufficient and in place. Seventy-five percent of the respondents indicated a need for more support from specialists and administrators. Twelve point eight percent of the respondents indicated a need for improved communication about students with emotional behavior disorder.

In summary, the respondents on both the quantitative and qualitative responses indicated a need for more support. Miller (2000) found that general educators rarely have outside support
to deal with classroom challenges as they serve students with disabilities and at-risk students which confirms the findings of the study.

Training

In relation to the preparedness and support, training is an important factor that relates to both questions. Within general education in-service and preservice training, a specific area of focus should be behavior management procedures and the development of behavior management plans (Kandakai, 2002). More than 75% of the music teachers had no specific coursework in behavior management yet 68.2% of respondents felt that a class specifically on behavior management was necessary for all preservice music teachers. In the comments section, 92.6% of respondents indicated a need for additional preservice training in severe behavior management. In the area of in-service training 87.0% of respondents indicated a need for more in-service training with 6.7% stating this training needed to be specific to music. The results of a poll by Langdon (1997) indicated that the most requested topics of information by teachers for in-service were classroom behavior, disruptive behavior, and discipline. In the SEELS survey (2004), 13% of the teachers felt that they were inadequately trained to work with students with emotional behavior disorders. In a survey by Wolery (1995), eighty-nine percent of the teachers indicated a need for training to provide instruction to students with disabilities.

In the survey, over 42% of the working teachers had attended no in-service on behavior management but over 28% of the teachers had 6% or more students with emotional behavior disorders in their classes. In a survey by Hammel (2001), teachers felt they were attempting to include students with disabilities without appropriate training in strategies and competencies.
Discussion

The severe behavior of students with emotional behavior disorders is an increasing problem as more students with EBD are placed in inclusive classes (O’Neill, 2001; de l’Etoile, 2005). As Mayer (2007) states, "deadly violence can erupt any time and place, and cannot be easily predicted". Half of the elementary music teachers in this study felt unprepared to handle the severe behaviors often displayed by students with emotional behavior disorder and also felt they did not have the support they needed to handle severe behavior. As Langdon (1997) states, discipline is already one of the most universal and troubling problems facing elementary teachers. Without control of the classroom, learning cannot occur (Shapiro, 1999).

Behavior challenges can be exacerbated by a lack of interpersonal relationship between the teacher and student. The typical respondent's school communities consisted of more than 500 students (50.9%), with a class load of more than 20 classes (53.5%) that occurred once in five school days or more often (84.8%). Inclusion has brought increasing numbers of children with disabilities into the music classroom, many times without the teacher being informed of these students’ unique needs (Madsen, 2002). This lack of information sharing among school personnel to assist teachers to identify students that may need specific behavior accommodations and the challenge of developing a solid teacher-student relationship is a recipe for failure.

In order to better prepare elementary music teachers, training in strategies and best practices in severe behavior management need to occur at both the preservice and in-service levels. One respondent stated, "I've always felt like I was thrown into teaching in a sink or swim fashion in regards to behavior management. Managing a class comes first. If you can't do that,
you can't teach effectively. I have a real grudge against any college whose job it is to train teachers and yet glosses over or ignores the behavioral issues."

One of the components of No Child Left Behind legislation is to make sure that all teachers are highly qualified in core areas (Mooney, 2004). The preparation of teachers in the area of severe behavior management needs to be addressed not only by post secondary educators but also by legislators. IDEA has a component that states that the education of students with disabilities must set a level of high expectations and intensive professional development for all personnel who work with these students (OSEP, 2004). Severe behavior management training must begin at the preservice level with more uniform course requirements across post secondary institutions specifically for those teachers of areas heavy in academic content (such as music) which have fewer basic education courses (Brophy, 2002; Hickey, 2002). Unlike special educators who specialize in assessment, curriculum development, and applied behavior analysis, music teachers specialize in their content area (Langone, 1998).

Colwell (2006) states that general education courses, when required, tend to be superficial survey courses. He proposes a preservice curriculum in which students could select thirty-six elective hours from music education, music, and educational coursework within which behavior management and special education courses could be part. Colwell suggests two core courses, one in foundations of music education and the other on the American public school. The American public school class would include the use of videotapes, on campus microteaching, issues of discipline, motivation, and policies. This type of program would address more of the realities of the behaviors that may occur.
In-service training should be available for any teacher seeking additional skills to better prepare them for severe behavior events. The teacher who is knowledgeable only about music may quickly fail in the classroom; however, the one who has a working knowledge of music and classroom management is far better equipped (Colwell, 2000). In addition, elementary music teachers need to establish communication with the placement specialist and ESE teachers to identify which of their students are receiving services for emotional behavior disorder. Connections with this support staff are critical to develop behavior plans and provide the accommodations required on the student's IEP especially in schools where music teachers serve large populations. Mayer (2007) recommends the promotion of both preservice and in-service for teachers and the cultivation of a culture of collaboration so all stakeholders will work together in the best interests of all.

The less prepared a teacher is to deal with severe behavior situations; the more behavior support is needed. Forty-five point nine percent of the teachers had no adult assistance with included classes. Thirty-five point seven percent had no adult assistance with self-contained special education classes. These self-contained classes usually consist of students whose disability is severe enough to prevent them from being successful in an inclusive regular classroom. The special education teacher has training in severe behavior management whereas the typical music teacher does not yet these music teachers are responsible for these students once a week for 45 - 60 minutes with little behavior support.

Behavior support begins with the school administration. Knowledge of school, district policies, and procedures is critical in empowering teachers to be prepared to handle severe behavior (Darrow, 1999). Instead of hoping that these behaviors will not happen, education staff
needs to have a crisis plan in place for severe behavior when it occurs. Zero tolerance for weapons in schools is just the beginning. Protecting our students and staff from aggressive behavior and possible injury must be paramount in our schools (Mayer, 2007).

The most concerning data from this study came from teachers who did not know which students had IEPs (6.4%), which students were receiving services for emotional behavior disorder (11.6%), whether or not teachers had a behavior specialist at their school (16.4%) or district (22.1%) and did not have a crisis plan in case of violence in their classrooms (36.1%). Teachers need to be informed and included. As one respondent stated, "We had a new 6th grade student who had been institutionalized his entire life and was placed in school. The special area teachers did not know his background for the first three months of his attendance after many severe behavior problems."

Limitations

This study was based on a researcher developed instrument that was not piloted but simply validated by input from professionals in the field. A more standardized questionnaire might have provided different results. Even though the questionnaire was answered by 269 respondents, that was only slightly more than 10% of the population sample of elementary music teachers. The questionnaire was only available for two weeks on the SurveyMonkey.com site and the questions only examined the teacher's experiences during the past semester. A longer period of questionnaire availability may have yielded a higher rate of participation.

In this study, the researcher relied on the perceptions and memories of the respondents' preparedness and skill in handling severe behaviors. The researcher did not actually observe the interaction between the music teachers and students with emotional behavior disorders. The
teachers may have inaccurately reported their preparedness. A more accurate scale might have included responses from principals, administrators, and behavior specialists at the respective schools. The data on frequency and type of behavior event relied on the teacher's ability to recall as opposed to actually recording by observation. It is also possible that behavior events were not reported due to feelings of inadequacy on the part of the teachers.

**Recommendations**

Violence in our schools is increasing faster than our skills to diffuse and re-direct that violence. Students with emotional behavior disorders will continue to be educated in inclusive classrooms. The seriousness of the problem was expressed by respondents to the questionnaire through their written comments which focused on their frustration and safety fears in the classroom. We need a more accurate picture of the behavior challenges that music teachers face. Additional research is needed to accurately assess the state of the behavior climates that exist in a larger population of elementary music teacher's classrooms and identify what skills are needed to empower teachers to feel prepared to handle the severe behavior of students with emotional disorders.

Preservice teacher training in behavior management and special education needs to be required for all no matter their subject area. Colleges and universities need to work together to provide this training to all future teachers preparing them for what actually happens in inclusive classrooms. MENC could make best practices in behavior management available to all their members through their website with applications specifically designed for music teachers. Legislators need to address the training needs of all professional educators who include students with emotional behavior disorders to meet the behavioral management needs of those students.
School districts need established plans, chain of communication information, and in-service trainings to provide the supports necessary to minimize severe behavior incidents.

If this research were to be done again, the researcher would strive for a larger population sample focusing on specific type of incidences and level of preparedness. It would have been beneficial to format the survey to include specific scenarios representative of the five behavior areas that were examined in this study; withdrawal, impulsivity, argumentative behavior, aggression towards peers, and aggression towards the teacher. The participants could select both a worst case response and a best case response. It would also be very beneficial to the field of music education to have ongoing statistics available on the state of elementary music education in the United States.

Conclusion

This study contributes to the field of inclusive education in the elementary music classroom and also to the area of training for elementary music teachers at both the preservice and in-service level. The respondents to the questionnaire presented a varied cross-section of elementary music teachers across the United States who all face similar challenges to varying degrees. The challenge of providing a quality music education program in the least restrictive environment consists of many facets, especially in the area of serving students with emotional behavior disorders. Training and behavior support for elementary music teachers is critical to successful teaching and learning in today's elementary music classrooms.

The implications to the profession are that we need to address the area of severe behavior instead of simply hoping it doesn't happen to us. If we aggressively identify best practices, effective school policies, training needs and behavior supports that work, we can better focus on
educating our students. This problem is not new. "Children today are tyrants. They contradict their parents, gobble their food, and tyrannize their teachers" - Socrates 420 B.C. E. (Civilization, 1995). It is time for us to actively participate in improving the behavioral atmosphere in our classrooms and to set standards that will protect everyone in the school.
APPENDIX A: IRB APPROVAL FORM
Notice of Exempt Review Status
From: UCF Institutional Review Board
FWA00000351, Exp. 5/07/10, IRB00001138
To: Christine Shirk
Date: February 05, 2008
IRB Number: SBE-08-05396
Study Title: THE PREPAREDNESS OF ELEMENTARY MUSIC TEACHERS TO INCLUDE STUDENTS WITH CHALLENGING BEHAVIOR IN THEIR CLASSROOMS

Dear Researcher:

Your research protocol was reviewed by the IRB Vice-chair on 2/4/2008. Per federal regulations, 45 CFR 46.101, your study has been determined to be minimal risk for human subjects and exempt from 45 CFR 46 federal regulations and further IRB review or renewal unless you later wish to add the use of identifiers or change the protocol procedures in a way that might increase risk to participants. Before making any changes to your study, call the IRB office to discuss the changes. A change which incorporates the use of identifiers may mean the study is no longer exempt, thus requiring the submission of a new application to change the classification to expedited if the risk is still minimal. Please submit the Termination/Final Report form when the study has been completed.

All forms may be completed and submitted online at https://iris.research.ucf.edu.

The category for which exempt status has been determined for this protocol is as follows:

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey or interview procedures, or the observation of public behavior, so long as confidentiality is maintained.

(i) Information obtained is recorded in such a manner that the subject cannot be identified, directly or through identifiers linked to the subject, and/or
(ii) Subject’s responses, if known outside the research would not reasonably place the subject at risk of criminal or civil liability or be damaging to the subject’s financial standing or employability or reputation.

A waiver of documentation of consent has been approved for all subjects. Participants do not have to sign a consent form, but the IRB requires that you give participants a copy of the IRB-approved consent form, letter, information sheet, or statement of voluntary consent at the top of the survey.

All data, which may include signed consent form documents, must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:
Signature applied by Janice Turchin on 02/05/2008 10:51:40 AM EST
IRB Coordinator
University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
www.research.ucf.edu/compliance/irb.htm
APPENDIX B: MENC CONTRACT
Nonprofit Research Use of MENC Mailing List

The database of MENC members names and addresses may be used with no fee assessed for nonprofit research purposes. In all cases, the use must meet the following restrictions and criteria:

- The use must be for one time only; the database of names may not be retained after the project is completed, nor may the list be used for additional mailings.
- The research must support the goals of MENC: The National Association for Music Education.
- The results of the research must be shared with MENC: The National Association for Music Education. It is understood that this sharing of results is only for the purpose of keeping the staff and board of MENC supplied with information that could have an impact on policy and operational decisions necessary for the effective functioning of the association. The research data shared will not be distributed beyond MENC staff and National Executive board; first publication rights are still held by the researcher.
- Under no circumstances may additional contact by e-mail or telephone be made with members on the basis of the data unless express written consent is granted by each member so contacted.

Date of request: May 5, 2007
Date of anticipated use: June 1, 2007

Name of researcher: Chris Shirk, 2614 Racoon Run, Lake, Orlando, FL 32837

Nature of requested use: 33-question survey on "The Preparedness of Elementary Music Teachers to Handle Severe Behavior", as a requisite for the completion of a dissertation for a doctorate in Curriculum and Instruction at the University of Central Florida. Data to be sent to SurveyMonkey.com, then accessed by researcher.

Segment of list requested: I request that the survey be emailed to 20,000 elementary music teachers selected across the United States by random sample

Format requested: ☑ ASCII, comma delimited ☐ Excel database

Disposition of request:
☐ Approved, subject to conditions listed above
☐ Denied; does not meet conditions of nonprofit research listed above. Please call MKTG Services at 1-800-677-7959, ext. 3151.
☐ Denied (reason): 

Signed for MENC: [Signature]

Conditions accepted by researcher (sign): [Signature]

Please fax signed form to SUE KARUS at 753-469-1331. If approved, list will be supplied within two weeks of return of signed form.
APPENDIX C: SURVEY QUESTIONNAIRE
1. Letter of invitation

Dear Elementary Music Educator,

I am a graduate student at the University of Central Florida working to complete a doctorate in curriculum and instruction. As part of my dissertation, I am conducting an anonymous online survey on the preparedness of elementary music teachers to handle severe behavior in their classrooms such as withdrawal, impulsive behavior, argumentative behavior, and physical aggression. You were chosen to be a participant by random sample from elementary music teachers who belong to MENC: The National Association for Music Education. There will be no direct benefit to you.

- The purpose of this survey is to assess how prepared elementary music teachers feel to handle severe behaviors, the pre-service and in-service training needed, and the behavioral supports teachers feel they need.
- This survey is completely voluntary. There will be no compensation. You may choose not to participate or not to answer any specific questions. You may skip any question you are not comfortable answering. There are no anticipated risks.
- The time period to be examined is the past school semester, fall 2007.
- The music class is defined as a dedicated music space where the music teacher is responsible for the students.
- You must be 18 years of age or older to participate.
- The survey is anonymous so you can be assured that your responses will never be matched with your name, since SurveyMonkey will not list the IP addresses.
- Please answer questions honestly.
- The online survey will take approximately 20 minutes to complete. If you choose to participate, you can complete the survey right now or anytime up until 2/25/08.
- Since you will be participating through an unsecured online connection, you need to be cautioned that the answers could be retrieved by an outside source.
- The results of this study may be published or shared. The published results will not include your name or any other information that would personally identify you in any way.
- If you wish to share specific situations or additional information, please email me at TeachAut@aol.com placing “Survey” in the subject line.
- If you have any questions about this survey, please contact my committee advisor, Lee Cross, Ph D., or the department chair, Ann Culp, Ph D. at the University of Central Florida, College of Education, Department of Child, Family, and Community Sciences, P.O. Box 160000, Orlando, Florida, 32816. The phone numbers are 407-823-5477 or 407-823-2595.
- Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (IRB). Questions or concerns about research participants' rights may be directed to UCF Institutional Review Board Office at the University of Central Florida, Office of Research and Commercialization, 12261 Research Parkway, Suite 501, Orlando, Florida, 32826-3246. The phone numbers are 407-823-3001 or 407-822-2276.
Thank you for taking the time and thought to complete this survey. I sincerely appreciate your participation. If you have questions or comments, please contact me.

Chris Shirk  
Doctoral Candidate  
University of Central Florida  
2614 Raccoon Run Lane  
Orlando, FL 32837  
407-491-9994  
TeachAut@aol.com
2. General Instructions

The purpose of this survey is to assess how prepared elementary music teachers feel to handle severe behaviors, the pre-service and in-service training needed, and the behavioral supports teachers feel they need. The time period to be examined is the past school semester, Fall 2007. The music class is defined as a dedicated music space where the music teacher is responsible for the students.

Rating Criteria:
1 = Unprepared to deal effectively with this behavior
2 = Slightly unprepared to deal effectively with this behavior
3 = Slightly prepared to deal effectively with this behavior
4 = Moderately prepared to deal effectively with this behavior
5 = Very prepared to deal effectively with this behavior
3. Tell us about you.

1. What is your age range?
   - □ 20 - 35 years old
   - □ 36 - 50 years old
   - □ 51 - 65 years old
   - □ 66 or more years old
   - □ No response

2. What is your gender?
   - □ Female
   - □ Male

3. How many years have you been teaching?
   - □ 0 - 5 years
   - □ 6 - 10 years
   - □ 11 - 15 years
   - □ 16 - 20 years
   - □ 21 or more years
4. Tell us about your school and your teaching situation.

1. How many students are in your school?
   - Less than 500 students
   - 501 - 1000 students
   - 1001 - 1500 students
   - More than 1501 students
   - I teach at more than one school.

2. What is the total number of individual classes that you see?
   - 1 - 10 classes
   - 11 - 20 classes
   - 21 - 30 classes
   - More than 31 classes

3. What is the average number of students in each of your classes?
   - Less than 15 students
   - 16 - 30 students
   - 31 - 45 students
   - More than 45 students

4. How often, on average, do students attend music class?
   - Twice or more in 5 school days
   - Once in 5 school days
   - Once in 6 - 10 school days
   - Once in 11 or more school days
   - Other (please specify)

5. If you work in 1 school only, what is your workplace environment?
   - A dedicated, self-contained music room
   - Cafeteria, auditorium or other multi-use space
   - Individual classrooms with a cart
   - Other (please specify)

6. If you work in more than one school, what is your workplace environment? Check all that apply.
   - A dedicated, self-contained music room
   - Cafeteria, auditorium or other multi-use space
   - Individual classrooms with a cart
   - Other (please specify)

7. What is your geographic region?
   - Midwest
   - Northeast
   - South
   - West
   - Other (please specify)
8. In what state do you teach?
State: 

9. What is your demographic region?
- Rural - predominantly agricultural
- Urban - city or large town
- Suburban - residential area on the outskirts of a city or large town
5. Tell us about your students and your classes.

1. In your opinion, what percentage of the students in your music classes have an Individual Education Plan (IEP)?
   - 5% or less
   - 6 - 10%
   - 11 - 15%
   - 16 - 20%
   - More than 21%
   - I don't know.

2. In your opinion, what percentage of the students in your music classes have an IEP listing emotional/behavior disorder as a primary disability?
   - 5% or less
   - 6 - 10%
   - 11 - 15%
   - 16 - 20%
   - More than 21%
   - I don't know.

3. Do all students in your school attend music class (including all students with exceptionalities)?
   - Yes
   - No
   - I don't know.
   - Other (please specify) ____________

4. How many of your classes are exclusively self-contained special learners; students that are not included with regular classes?
   - None
   - 1 - 5
   - 6 - 10
   - More than 11
   - I don't know.

5. How many of your classes include a self-contained exceptional education class with a general education class?
   - None
   - 1 - 5
   - 6 - 10
   - More than 11
   - I don't know.

6. How many of your classes are exclusively self-contained special learners; students that are not included with regular classes for music?
   - None
   - 1 - 5
   - 6 - 10
   - More than 11
   - I don't know.
7. How often do you have adult assistance in your classes (such as a paraprofessional, parent volunteer, or another teacher)?

- Never
- Less than 25% of the time
- 26 - 50% of the time
- 51 - 75% of the time
- 76% or more of the time
- Always

8. How often do you have adult assistance with the exceptional education students or classes (such as a paraprofessional, parent volunteer, or another teacher)?

- Never
- Less than 25% of the time
- 26 - 50% of the time
- 51 - 75% of the time
- 76% or more of the time
- Always
6. Tell us about your experiences with aggressive student behavior in your class...

Withdrawal is defined as a failure to initiate interaction with others; retreat from exchanges of social interaction, excessive fear or anxiety.

1. How many times per week, on average, have students exhibited withdrawal or non-participation in your class in the past semester?
   - Less than once a week
   - 1 - 5 times per week
   - 6 - 10 times per week
   - More than 10 times

2. How prepared do you feel to handle withdrawal or loneliness when exhibited by the students in your class?
   - 1 = Unprepared to deal effectively with this behavior
   - 2 = Slightly unprepared to deal effectively with this behavior
   - 3 = Slightly prepared to deal effectively with this behavior
   - 4 = Moderately prepared to deal effectively with this behavior
   - 5 = Very prepared to deal effectively with this behavior

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Impulsive behavior is defined as actions by someone who acts before they think and finds themselves in trouble before they think about the consequences.

3. How many times per week, on average, have students exhibited impulsive behavior in your class in the past semester?
   - Less than once a week
   - 1 - 5 times per week
   - 6 - 10 times per week
   - More than 10 times per week

4. How prepared do you feel to handle impulsive behavior exhibited by students in your class?
   - 1 = Unprepared to deal effectively with this behavior
   - 2 = Slightly unprepared to deal effectively with this behavior
   - 3 = Slightly prepared to deal effectively with this behavior
   - 4 = Moderately prepared to deal effectively with this behavior
   - 5 = Very prepared to deal effectively with this behavior

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Argumentative behavior is defined as inappropriate crying, temper tantrums, poor coping skills, and difficulty taking directions.

5. How many times per week, on average, have you witnessed argumentative behavior when you gave students direction in the past semester?
   - Less than 1 time per week
   - 1 - 5 times per week
   - 6 - 10 times per week
   - More than 10 times per week

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</table>
6. How prepared do you feel to handle argumentative behavior when exhibited by the students in your class?

1 = Unprepared to deal effectively with this behavior
2 = Slightly unprepared to deal effectively with this behavior
3 = Slightly prepared to deal effectively with this behavior
4 = Moderately prepared to deal effectively with this behavior
5 = Very prepared to deal effectively with this behavior

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Physical aggression is defined as behavior that is intended to cause physical harm or pain.

7. How many times have you witnessed physical aggression by your students towards their peers in your own classroom in the past semester?

- Never
- 1 - 5 times
- 6 - 10 times
- More than 10 times

8. How prepared do you feel to handle physical aggression by the students in your class towards their peers?

1 = Unprepared to deal effectively with this behavior
2 = Slightly unprepared to deal effectively with this behavior
3 = Slightly prepared to deal effectively with this behavior
4 = Moderately prepared to deal effectively with this behavior
5 = Very prepared to deal effectively with this behavior

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9. How many times have you witnessed physical aggression by your students towards yourself in your own classroom in the past semester?

- Never
- 1 - 5 times
- 6 - 10 times
- More than 10 times

10. How prepared do you feel to handle physical aggression by the students in your class towards yourself?

1 = Unprepared to deal effectively with this behavior
2 = Slightly unprepared to deal effectively with this behavior
3 = Slightly prepared to deal effectively with this behavior
4 = Moderately prepared to deal effectively with this behavior
5 = Very prepared to deal effectively with this behavior

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11. How much pre-service training have you had in behavior management of severe behavior problems? Check all that apply.

- None
- Discussion within education classes
- Discussion within special education classes
- A specific class on behavior management
- Specific classes on behavior management and multiple opportunities for discussion
- Other (please specify)

12. How much teacher training do you feel is needed to prepare future music teachers to handle severe behavior problems? Check all that apply.

- None
- Include this training within the classes currently available
- As part of a required special education class on all exceptionalities
- A class specifically on behavior management
- Other (please specify)

13. How much in-service training have you attended on behavior management of students with severe behavior problems in the past 3 years? Check all that apply.

- None
- Less than 3 hours
- Multiple workshops
- Multi-day proprietary training with certification at the end of training, such as Non-Violent Crisis Prevention Intervention (CPI)
- Other (please specify)

14. Is there a behavioral support specialist available at your school?

- Yes
- No
- I don't know.

15. Are there behavioral support personnel available in your school district?

- Yes
- No
- I don't know.

16. Do you have a plan for managing a crisis in case of violence in your classroom?

- Yes
- No
7. Additional comments

1. How prepared do you feel to handle severe behavior?

2. Pre-service training needed:

3. In-service training needed:

4. Behavioral supports needed:

5. Personal experiences:
8. Further input

Thank you for participating in this survey. If you would like to have further input on the preparedness of elementary music teachers to handle severe behavior, the level of staff behavior supports, or to share your opinion or personal experiences about students with severe behaviors, please email me at TeachAut@aol.com.
APPENDIX D: CENSUS REGIONS
Census Regions and Divisions of the United States
APPENDIX E: INPUT FROM NATIONAL BOARD CERTIFIED

TEACHERS
Response from Lisa Hewitt, NBCT
Sent: Mon 5/21/2007 2:29 PM
To: Shirk, Christine A.
Subject: RE: Need assistance

As I was reading, question 5 has a misspelled word for one of the answers... something like timesik? That is all I saw that needed correcting. Everything else was easy to read and understand.

Lisa Hewitt, NBCT EMC/Music
Dillard St. Elementary School
311 N. Dillard St.
Winter Garden, FL 34787
407-877-5000
hewittl@ocps.net
Response from Lynn Schroeder, NBCT

I was not able to click in the box or type an X so I had to underline bold my choices. I use a Mac, so that may be an issue.
#28 was no response – it could have been not applicable because, in 26 I stated that I have no self-contained ESE classes.
When I typed my comments, I could not enlarge the text box.
Response from Suzanne Gifford, NBCT

The survey looks easy to understand. This is a much needed area of research. Good luck.

Suzanne Gifford, NBCT
Response from Amy Burke, NBCT
From: Burke, Amanda J.
Sent: Mon 5/21/2007 4:42 PM
To: Shirk, Christine A.
Subject: RE: Need assistance

Q 3: Timesik???
Q 15: In-service training in what time period..forever...past year?

Like having vocabulary clarified before questions!

Amy (Amanda) Burke
Music Specialist
BME, MEd, NBCT
Little River Elementary School
100 Caswell Dr. Orlando 32825
407-249-6360
Response from Gale Biela, NBCT
From: Biela, Gale S.
Sent: Mon 5/22/2007 2:32 PM
To: Shirk, Christine A.
Subject: RE: Need assistance

Chris:
It looks good. Good luck!

Gale Biela, NBCT
Music Specialist
Ocoee Elementary
407-877-5027
APPENDIX F: INPUT FROM MUSIC PROFESSORS
I am a doctoral candidate at the University of Central Florida seeking a degree in Curriculum and Instruction. My focus is on the challenges elementary music teachers face with the policy of inclusion of students with emotional/behavior disorders in their classes.

For the research portion of my dissertation on the preparedness of elementary music teachers to handle severe behavior, I have created a survey. This survey will go out to 50 elementary music teachers selected by random sample from each state via MENC: The National Association for Music Education. My dissertation committee (Dr. Mary Palmer, Dr. Edmund Short, Dr. Jamie Schwartz, and Dr. Lee Cross) suggested that I needed to validate my survey by seeking input from experts in the field of music education.

I would like for you to critique the attached survey and make any suggestions that you feel will improve the quality of respondent's answers. If you choose not to participate, please let me know by replying to this email.

I will be glad to send you an electronic copy of the proposal if you would like to see it.

Thank you for supporting my work.

Chris Shirk
Doctoral Candidate
University of Central Florida
407-491-9994
TeachAut@aol.com

Response from Alice-Ann Darrow, Florida State University

Hi Chris,

A bit on terminology...a JRME reviewer once told me that the process or type of research is survey. The list of questions you ask folks is a questionnaire or survey instrument. Most folks use survey and questionnaire interchangeably, as I did. I am not even sure the distinction is valid, but I took it to heart and have always used the terms as he described them. Just an FYI that you can use or not--- doesn't matter to me, or probably many other people.

I think your questionnaire is thorough. I certainly do not know what I would add. I think your scale though MIGHT be confusing in the sense that people may not be able to distinguish between slightly prepared and moderately prepared. I learned that you should keep the scale consistent with the ends representing the two ends (+ and --) of the continuum. You have slightly unprepared and slightly prepared on the same end of the scale. I don't really have any real good suggestions except maybe:

5 Very prepared
4 Prepared
3 Moderately prepared
2 Slightly prepared
1 Not prepared
No opinion
No response

Or simply ask folks to rate on a scale from 1 to 5 with a being not prepared at all and 5 being very prepared. You don't have to have terms for each.

1 2 3 4 5

not prepared very prepared

The 3 main issues that I encounter with teachers are that 1) classes should not be combined for music (usually done for convenience), and 2) if there is a para for a student, behavior disordered or otherwise, the para doesn't always accompany the student to music. Music teachers have the same legal rights to ratio of students to teacher, and para assistance, as the classroom teachers do. The last issue is that music teachers are rarely given any background (not necessarily confidential info) on the student. Sometimes they do not even know the student has an IEP, so how can they give them the assistance they need? You may want to ask teachers if they know how many of their students have IEPs with behavior disorders as the primary or secondary disabilities. For these students, there is usually information about how to manage them in case of emergency (restraining, etc.). I have a former student who is now teaching in Jacksonville and has a student who has severe anger management problems. There should be a protocol in place for this student so all his teachers can be consistent in managing her behaviors, but if there is, Dustin doesn't know what it is. Shouldn't be....but I am not in charge:)! Let me know if there is anything else I can do. I look forward to reading your study when you are finished. Students with behavior problems are my favorites, after those who are deaf:)! I am doing a session at FMEA on classroom management. Nothing earth shattering new, but still some good principles to teach by.

My best,
Alice-Ann Darrow
Response from Timothy Brophy, University of Florida, Gainesville, Florida

Dear Chris,
I have attached your survey with a few comments using Track Changes.
My primary advice to you is to organize your survey around your “big topics” and divide your questions accordingly. Breaking the survey into parts with titles that indicate the general area of inquiry makes the survey easier to ‘negotiate’ for the respondent. Here are some quick suggestions and sample titles – and do with these what you like!

Part 1. Tell us about you. (Questions 31-32-33)
Part 2. Tell us about your school and your teaching situation. (Questions 17, 18,19, 27, 29, 30)
Part 3. Tell us about your students and your classes. (Questions 20-26)
Part 4. Tell about your experiences with aggressive student behavior in your classes. (All other questions).
I also recommend some front matter briefly describing the purpose of your research to ‘set the stage’ for the respondent.
Let me know if I can be of further help.

Timothy S. Brophy, Ph.D.
Associate Professor, Music Education
University of Florida School of Music
PO Box 117900
Gainesville, FL 32611-7900
Office Phone: 352-392-0223 x222
Email: tbrophy@arts.ufl.edu

Response from Victor Fung, University of South Florida, Tampa, Florida

Hi Chris,

Attached is the survey with my comments in tracking. Good luck with the research.

Best,
Victor Fung

C. Victor Fung
Professor and Coordinator of Music Education
School of Music, FAH 110
College of Visual and Performing Arts
University of South Florida
Tampa, FL 33620

Phone: 813-974-1145
Fax: 813-974-8721
Email: cvfung@arts.usf.edu
## APPENDIX G: STATES REPRESENTED

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APPENDIX H: LITERATURE SUPPORT FOR QUESTIONNAIRE
Literature support for questionnaire

3. Tell us about you
   1. What is your age range? Description of sample
   2. What is your gender? Description of sample
   3. How many years have you been teaching? Description of sample

4. Tell us about your school and your teaching situation
   2. What is the total number of individual classes that you see? Colwell (2003), NCES (2000, 2005)
   3. What is the average number of students in each of your classes? Colwell (2003), NCES (2000, 2005)
   5. If you work in 1 school only, what is your work place environment? NCES (2000, 2005)
   6. If you work in more than one school, what is your workplace environment? NCES (2000, 2005)

5. Tell us about your students and your classes.
Literature support for questionnaire

1. In your opinion, what percentages of the students in your music classes have an IEP?

2. In your opinion, what percentages of the students in your music classes have an IEP listing EBD as a primary disability?

3. Do all students in your school attend music class (including all students with exceptionalities)?

4. How many of your classes are exclusively self-contained special learners; students that are not included with regular classes?

5. How many of your classes include a self-contained exceptional education class with a general education class?

6. How many of your classes are exclusively self-contained special learners; students that are not included with regular classes for music?

7. How often do you have adult assistance in your classes (such as a paraprofessional, parent volunteer, or another teacher)?
   Wolery (1996)

8. How often do you have adult assistance with the ESE students or classes (such as a paraprofessional, parent volunteer, or another teacher)?
   Wolery (1996)
Literature support for questionnaire

6. Tell us about your experiences with aggressive student behavior in your classes.
11. How much preservice training have you had in severe behavior?

12. How much preservice training is needed?

13. How much in-service training have you attended on behavior management?

14. Is there a behavior specialist at your school?

15. Is there a behavior specialist at the district level?

16. Do you have a plan for managing a crisis in case of violence in your class?
Literature support for questionnaire

7. Additional comments
   1. How prepared do you feel? Phenomenological research
   2. Preservice training needed Phenomenological research
   3. In-service training needed. Phenomenological research
   4. Behavior supports needed Phenomenological research
   5. Personal experiences Phenomenological research
LIST OF REFERENCES


Sutherland, K., Denny, R., & Gunter, P. (2005). Teachers of students with emotional and behavioral disorders reported professional development needs: Differences between fully licensed and emergency-licensed teachers. Preventing School Failure, 49(2), 41-46.


