



MUSIC THERAPY FOR INCLUSIVE CLASSROOM

Poonam L. Sonawane

& Prof. Sanjeev A. Sonawane (Page 7-10)

*Ph.D Scholar/ UGC JRF Department of Education and Extension,
Savitribai Phule Pune University, Pune 07.*

*Prof. and Head, Department of Education and Extension,
Savitribai Phule Pune University, Pune 07.*

SRJIS IMPACT FACTOR SJIF 2015: 5.401

Date of Issue Release: 04/03/2017,

Volume: SRJIS, Jan-Feb, 2017, 4/30

ABSTRACT

Music has become a powerful tool for students and teachers in many inclusive classrooms. Music can facilitate inclusion of students with disabilities by making previously difficult tasks feasible. The purpose of this study is to highlight literature concerning the effects of music therapy on inclusive classroom. The paper is organized in the following sections 1. Relation of Music and Education 2. Using music as a treatment- Music therapy and 3. Music therapy service in Special Education setting- Inclusive classroom.

KeyWords- *Music therapy, Special Education, Inclusive Classroom*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

INTRODUCTION

From ancient times, music has been known for its capacity to cure. Mythological characters like Apollo (god of music and medicine), and also personalities like Asclepius, Plato, Aristotle and Hippocrates recognized and put into practice the capacity of musical art to boost prevention and to cure certain physical and psychic diseases. “At different moments of history and in different cultures, over the last two and a half millennia, music has been considered part of medicine. Singing or listening to music is more than entertainment; it is a spiritual ascent, which maintains or restores health to mind or even body” (Dragulin, 2009).

We all know how greatly music affects our feelings and energy levels. Without even thinking about it, we use music to create desired moods- to make us happy, to enjoy movement and dance, to energize, to bring back powerful memories, to help us relax and focus. Music therapy is considered a related service modality in special education (IDEA, 1997). Music therapy can play an important role in special education because many students with disabilities need special instructional treatment. Music is an ancient method for healing. It neutralizes negative feelings, increases stress tolerance level and harmonizes inner peace. The

use of music therapy can help people who are crippled by various cognitive and biopsychosocial problems. It can also help to improve the quality of life for people with disabilities of various kinds. The purpose of the study is to review literature concerning the effects of music on students with disabilities. Music has become a powerful tool for students and teachers in many inclusive classrooms. Music can facilitate inclusion of students with disabilities by making previously difficult or impossible tasks feasible.

THEORETICAL BACKGROUND

Theory	Relation of music and education
Multiple intelligence theory	In 1983 Howard Gardner, psychology professor at Harvard University, presented his Multiple Intelligence theory based upon many years of research. Multiple Intelligence teaching methods recognize eight (though there may be more) forms of intelligence: visual-spatial, linguistic, logical-mathematical, bodily kinesthetic, interpersonal, intrapersonal, musical, and most recently naturalist.
Behavioural learning theories	Theories by researchers such as Ivan Pavlov (who introduced classical conditioning), and B.F. Skinner (operant conditioning) looked at how environmental stimulation could impact learning, theorists building on these concepts to make applications to music learning. The research of Clifford Madsen , Robert Duke , Harry Price , and Cornelia Yarbrough build on the operant conditioning model focusing on guiding "good" or "successful" teaching by analyzing the role of appropriate reinforcement such as praise and feedback on musical discrimination, attitude, and performance
Cognitive learning theories	Gestalt psychology serves as the foundation for many applications to music learning theory. Fred Lerdahl and Ray Jackendoff (1983) theorized on musical grammar based on Chomsky's linguistic theories, arguing that "acoustic information triggers mental operations that impose order onto input. If there is sufficient exposure to music, musical understanding will occur through enculturation rather than formal training.
Constructivist learning theories	Modern constructivist applications to music education include research by Roger A. Rideout, Stephen P. Paul, Geraint Wiggins and others

USING MUSIC AS A TREATMENT- MUSIC THERAPY

Music therapy is a special type of therapy where forms of musical interaction and communication are used alongside verbal communication. (Gold et al, 2009)

Systematic process of intervention wherein the therapist helps the client to promote health, using music experiences and the relationships developing through them as dynamic forces of change. (Bruscia, 1998) Music therapy has been broadly defined by a music therapist with an interest in people with disabilities as “. . .the use of music as a therapeutic tool for restoration, maintenance, and improvement of psychological, mental and physiological health and for the rehabilitation, and maintenance of behavioral, developmental, physical and social skills– all within the context of a client-therapist relationship” (Boxill, 1985, p. 5). Music therapy is used with a wide range of populations – people in hospital, people with psychiatric disorders, older people, people in hospices, people with neurological problems, people with autism and adults and children with intellectual disability (Aldridge, 1993).

THE MUSIC THERAPY SERVICE IN A SPECIAL EDUCATION SETTING

The benefits of using music with students receiving special education services are extensive and unique. Music therapy enhances special education goals and objectives while offering an alternative to traditional teaching methods (Alley, 1979). Music therapy programs can be structured to complement student Individual Education Plan goals (Alley, 1979; Lathom, 1980; Shoemark, 1991). Music therapy can also be applied in group or individual contexts for the enhancement of goals in special education (Krout, 1987). The overall aims of music education and music therapy are complementary, that is, to facilitate the growth and development of the student (Alley, 1979). Along with the use of music as an education field for individuals with special needs (music education) and as a means of education (education through music), the other dimension of music, that is, the therapeutic side of music is an indisputable fact. The various uses of music are inseparable, moreover, in lessons/sessions it can be switched from one to another. From this perspective, the differences in the use of music in special education appear not as "separation from each other", but as "complement each other".

CONCLUSION

Based on the theories and research we can say that the benefits of music therapy on children with disabilities are numerous. This paper explained the rationale behind music integration in an inclusive classroom. It is time to integrate music therapy into available resources within special education services.

REFERENCES

- Barbara, D. & Jane, E.(2006). *A Role for Music Therapy in Special Education. International Journal of Disability, Development and Education, Vol. 45, No. 4*
- Coroiu Petruta-Maria, (2014). *The Role of Art and Music Therapy Techniques in the Educational System of Children with Special Problems. Procedia - Social and Behavioral Sciences 187 (2015) 277 – 282*
- Jennifer ,S.(2006). *Music Therapy and the Education of Students with Severe Disabilities. Education and Training in Developmental Disabilities, 41(3), 290–299*
- Susan, S. *Educational Benefits of Music in An Inclusive Classroom. Niagara University, New York.*

Websites-

- <https://www.youtube.com/watch?v=l-PhU6nOx3Q>
- <http://www.davidelliottmusic.com/music-matters/music-education-why-what-how/>
- <http://www.aep-arts.org/wp-content/uploads/2012/08/Music-Matters-Final.pdf>
- https://www.agbell.org/Music_as_a_Teaching_Tool/
- <http://education.jhu.edu/PD/newhorizons/strategies/topics/Arts%20in%20Education/brewer.htm>
- <http://www.nafme.org/20-important-benefits-of-music-in-our-schools/>
- <http://www.pbs.org/parents/education/music-arts/the-benefits-of-music-education/>
- <http://education.jhu.edu/PD/newhorizons/strategies/topics/Arts%20in%20Education/brewer.htm>
- <http://www.williamepowell.com/pdfs/DefinitionsOfMusic.pdf>