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Special Education

THE IMPACT OF MUSIC TEACHER TRAINING ON THE RATE AND LEVEL OF INVOLVEMENT OF SPECIAL EDUCATION STUDENTS IN HIGH SCHOOL BAND AND CHOIR (169 pp.)

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Using a survey of 942 band and choir programs from mid-size, 4-year high schools in Ohio, this study compared the proportion of special education students who were involved in high school band and choir with the proportion of regular education students in these ensembles. It also compared the level (in terms of musical skill and social acceptance) of band or choir activities in which these two groups of students were involved. Nineteen teachers whose ensembles had either the highest or lowest rates and levels of special education student involvement were interviewed by telephone to ascertain if there were differences in their education, information sources about teaching special education students, or contact with persons with disabilities.

Through descriptive statistical analysis, it was found that 5.86% of special education students were in band and 8.44% in choir versus 15.0% of regular education students in band and 15.82% in choir. Special education students were found to be involved in high, medium, and low level activities in band and choir at similar rates to regular education students. Very few differences were found in the education, information sources, or contact of the teachers who were interviewed. Teachers in both the High and Low Groups had little or no training in teaching special education students, little contact with persons with disabilities, and relied on similar sources of information about teaching special education students.