

A SYSTEMATIC REVIEW OF SCHOOL-BASED MUSIC THERAPY PRACTICES
THROUGH THE LENS OF INTEGRAL THINKING IN MUSIC THERAPY

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ABSTRACT

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A SYSTEMATIC REVIEW OF SCHOOL-BASED MUSIC THERAPY PRACTICES THROUGH THE LENS OF INTEGRAL THINKING IN MUSIC THERAPY

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The purpose of this systematic review was to explore school-based music therapy practices through the lens of Integral Thinking in Music Therapy (ITMT). This study aimed to address two research questions. 1) What does the literature reveal about the practices of school-based music therapy according to ITMT? 2) What ITMT recommendations can be made from critically reviewing this literature? 15 articles were selected based upon the inclusion criteria for this systematic review. The results indicated a lack of literature regarding the referral, assessment, and evaluation process of school-based music therapy practices. The results also revealed that most school-based music therapy practices are outcome thinking based, with 13 out of 15 articles. Context thinking was prevalent in school-based music therapy practices, with 10 out of 15 articles. Experience thinking had the least articles, with 6 out of 15. Future recommendations are discussed.

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CHAPTER I

INTRODUCTION

Brief History of Children With Disabilities in Public Education

Throughout the last several decades, public education has experienced significant changes in how students with disabilities are educated and what services they can receive through a public school district. The original law that brought about this change within public schools was Public Law 94-142, otherwise referred to as the Education for All Handicapped Children (EHA) Act (U.S. Department of Education, 2022). This legislation was passed by congress in 1975. The purpose of EHA was to both ensure that the rights of children with disabilities were protected as well as meet the individual needs of these children and their families (U.S. Department of Education, 2022). In 1990, the law was amended and given a name change to the Individuals with Disabilities Education Act, otherwise known as IDEA (U.S. Department of Education, 2022). Since 1990, this act has been reauthorized once, in 2004, to address both the interpretation and implementation of IDEA.

Before this landmark law, children with disabilities were denied education and opportunities within the public school system (U.S. Department of Education, 2022). Due to this law, more children with disabilities are provided the necessary services, more students are being educated in the general education classrooms, and more students can receive early childhood intervention services (U.S. Department of Education, 2022). Another positive effect of this law is that more children are served in their neighborhood schools rather than separate schools or facilities. This location change contributes to higher high school graduation rates, post-secondary school enrollment, and post-secondary employment opportunities for students with disabilities (U.S. Department of Education, 2022).

Music Therapy in Special Education

The American Music Therapy Association (AMTA, 2021b) states, "under the Individuals with Disabilities Education Act* (IDEA)20 U.S.C. §1400 music therapy is recognized as a related service in special education and settings serving students with disabilities" (para. 1). This act indicates that music therapy can be part of a child's individualized education plan (IEP). Music therapists utilize music to assess, treat and evaluate academic and functional goals (AMTA, 2021b).

According to the 2021 Workforce Analysis conducted by AMTA, 11% of music therapists (91 respondents) work in children's facilities/schools. This data, however, must be taken with some context. First, this survey was sent only to music therapists who are current members of AMTA, and not all members who received the survey responded. Therefore, more music therapists are likely working within school districts not polled in this survey.

Music therapy helps support students' academic and functional goals and works to generalize those skills within the whole school environment (AMTA, 2021b). Other related services include speech therapy, occupational therapy, assistive technology, orientation and mobility, physical therapy, vision, and transportation services (U.S. Department of Education, 2022). These services are deemed educationally necessary and thus appear on the student's IEP.

Employment of Music Therapists in School Settings

There are several ways that a music therapist could work in the public school setting. First, the school district could hire a music therapist directly, as a district employee, within the special education department. In this scenario, music therapists are considered itinerant staff members. Full-time music therapists in schools can follow various music therapy program

models, including direct services (IEP-based services), indirect services (consult), and programmatic services. Coleman and King (2003) defined these programmatic services as an "educational enrichment service" (p.14). Programmatic services are voluntary music therapy sessions with entire classrooms of students to work on group goals without needing each student to qualify for music therapy and have it indicated on their IEP (Coleman & King, 2003). Using programmatic services helps reduce the number of music therapy evaluations completed by school districts. As a result, music therapists can serve more students and provide the benefits of music therapy across the school setting. Suppose a school district has no budget to hire a full-time music therapist. In that case, they can contract the music therapy work out to music therapy companies or individual music therapists looking for contract work. Contract employees come to the district a few days a week and are paid per music therapy session they lead (AMTA, 2021a).

Referrals for Music Therapy

Music therapists work in various ways within the school system, which is reflected in the referral process. To the best of this researcher's knowledge, no standardized policy on referral to music therapy across the national public education system is currently available. Therefore, referrals for music therapy may vary. This researcher currently works in a Texas public school system and has 3.5 years of experience as a board-certified music therapist, all of which has occurred within the Texas public school system. The referral practice consists of a parent, teacher, or another professional requesting a music therapy assessment during the admission, review, and dismissal (ARD) process. At that time, the ARD committee discusses if there is a suitable educational need for the student to receive music therapy services (i.e., is the student not making progress on current IEP goals? Will it take them away from their least restrictive environment [LRE]?). After the request is made, the music therapist is sent the information and

given the timeline for the assessment process. Therefore, at this researcher's school site, for direct IEP school-based music therapy, there must be an educational need that includes quantifiable data indicating a lack of progress toward IEP goals for the student to have access to music therapy.

Integral Thinking in Music Therapy

Ken Wilber, an American philosopher, first introduced his "Integral Theory" (Famous Psychologists, 2022, para. 2) in the 1970s. Bonde (2001) stated that another theory of Wilber's, the quadrant model, "opens up the possibility of a more integral approach to education, politics, business, art, feminism, ecology, and so on" (p. 178). This integral theory combines multiple theories into a single framework (Famous Psychologists, 2022). Integral Thinking in Music Therapy (ITMT) is a philosophy of music therapy that focuses on three different lenses or ways of thinking (i.e., context thinking, outcome thinking, and experience thinking) through which music therapists can view their work (Lee, 2015). Bruscia (2014) argues that ITMT is not a meta-theory but is a way of thinking regarding a music therapist's clinical work with their clients. Merriam-Webster (2022) defines meta-theory as "a theory concerned with the investigation, analysis, or description of theory itself" (Definition 1). In other words, ITMT is a theory of theories within music therapy. ITMT is fully explored in Chapter 2.

Few sources within the current literature discuss the theory of ITMT. Bruscia (2011) discussed this theory at a national music therapy conference. He discussed the importance of thinking in diverse ways in music therapy practice. He presented the idea of ITMT and noted that no one way of thinking is more important than any other. He explained that each way of thinking plays a significant role in the therapeutic process. Before this conference, he wrote about integral thinking in his book *Defining Music Therapy*. In this book, he expressed the importance of not

getting stuck in one way of thinking due to personal biases and philosophies (Bruscia, 2014). Lee (2015) supported the work of Bruscia. He sought to educate music therapists on why using only one way of thinking is not beneficial or ethical in the music therapy profession. ITMT embodies and embraces other theories and practices and allows therapists to provide the best services possible by utilizing this approach (Lee, 2015).

Purpose of Study

School-based music therapy centers around helping students make progress toward their IEP goals. Meeting the needs of the IEP can be challenging for music therapists. This study will analyze school-based music therapy practices while critically categorizing them into the three lenses of ITMT to help expand music therapy practice with these clients. School-based music therapy, for this study, is defined as any music therapy service inside a public or private school with students who receive music therapy as a related service, aged 3 to 21 years of age, by a board-certified music therapist. Students in the early childhood special education classes (ECSE) through the transition programs are included in this definition.

This study uses a systematic review research design to categorize current school-based practices into the three lenses of thinking in ITMT. A systematic review "involves identifying, synthesizing, and assessing all available evidence by a systematic approach, to generate a robust, empirically derived answer to a focused research question" (Patole, 2021, p. 3). Unfortunately, literature on ITMT and school-based music therapy is lacking. Due to the lack of literature, one goal of this systematic review is to contribute to the literature about ITMT. In addition, this research will serve as a resource for music therapists who want to incorporate the three ways of thinking from ITMT into their school-based practices.

Purpose Statement

The purpose of this systematic review is to explore school-based music therapy practices through the lens of ITMT.

This study aims to address two research questions: What does the literature reveal about the practices of school-based music therapy according to ITMT? What ITMT recommendations can be made from critically reviewing this literature?

CHAPTER II

LITERATURE REVIEW

Integral Thinking in Music Therapy Literature

There is currently a lack of literature regarding integral thinking in music therapy. The majority of the literature regarding this topic comes from Bruscia. Bruscia (2014) fully outlines and details integral thinking and integral practice in music therapy. He describes the phenomenon of one-way thinking within music therapy and how it is a disservice to the students they serve. Bruscia expressed the limitations of one way of thinking due to personal biases and personal philosophies. One-way thinking has also been defined as "functional fixedness" (Bruscia, 2014, p. 251), which he explains as an unwillingness or inability to see things from other perspectives.

Lee (2015) explores the concept of ITMT, initially proposed by Bruscia. Lee cites his communications with Kenneth Bruscia and his keynote speech, as there are few sources directly talking about ITMT. The article describes how this theory came to be and why it is crucial to educate music therapists on why using only one way of thinking is not beneficial or ethical. Lee explains that ITMT embodies and embraces other theories and practices and allows therapists to provide the best services possible by utilizing the approach that best suits the student's needs at each moment. Lee (2015) emphasizes that all issues relating to health are closely related and often overlap, which complicates the process of getting to know the client and creating the best therapeutic plan for each client. He states, "Due to these individual differences, no assumptions or generalizations should be made based on what we know about each student because our observations capture only a fraction of who each client is and what he or she is capable of" (p. 68). As therapists, there should be a variety of approaches for our clients. "Consequently, we

cannot expect to know our clients thoroughly using just one way of thinking about their health and therapeutic options” (Lee, 2015, p. 68).

Context Thinking

In ITMT, context thinking involves culture, community, empowerment, environment, personal identity (i.e., gender, ethnicity, religion, sexual orientation, pronouns, etc.), and socio-economic status (Bruscia, 2011). In this way of thinking, the music therapist may work with the client to address these social justice issues. Here, the client is also viewed as an expert. All four methods of music therapy, receptive, re-creative, composition, and improvisation, can be used within this lens of thinking. Context thinking can be applied to all aspects of music therapy, such as referral, assessment, treatment, and evaluation.

The music therapy approaches that align with this way of thinking include Culture Centered Music Therapy, Community Music Therapy, Queer Music Therapy, Resource-Oriented Music Therapy, and the Feminist Approach in Music Therapy (Lee, 2015). Several aspects of a child's life and culture outside of school could impact therapy and progress. For example, if a child consistently comes to school hungry, it could impact their ability to learn, participate in music therapy, and process new information. These aspects could affect how students learn and should be considered when making decisions about a child's placement, services, and accommodations.

Experience Thinking

Experience thinking is the lens through which complex emotions, patterns of relationships, inner worlds, transference and countertransference, peak experiences, and unique experiences are processed. This orientation can come in the form of musical experiences, musical products (i.e., a song, a musical biography, some tangible musical product, etc.), or

experiences that allow the client to address and confront the therapeutic issue (Bruscia, 2011). Bruscia (2011) stated that in this way of thinking, the music therapist is looking for a "likely response" (3:41-3:47) or "an arena of responses" (3:41-3:47). In this way of thinking, the music therapist takes on the role of assisting the client instead of being the facilitator (Lee, 2015).

The standard music therapy approaches utilized with this way of thinking include Nordoff Robbins Music Therapy, Analytical Music Therapy, Humanistic-Existential, Psychodynamic, Psychoanalytic, and Guided Imagery and Music (Lee, 2015). Using experience thinking in music therapy with a student would help them process, gain insights, and work through the emotions they feel regarding a particular topic or help them develop healthy coping strategies they can utilize when they experience strong emotions throughout their day. For example, suppose a student experiences strong emotions of anxiety and stress regarding transitioning throughout their school day. In that case, improvisational music therapy could be used as a tool to express what they are feeling. The improvisation could help the music therapist understand what their anxiety sounds like to them. In the music, the client and music therapist could explore different reactions to the anxiety music. Therefore, they would work towards a positive solution to help them better understand their emotions. This process could help the student have better access to their educational environment.

Outcome Thinking

Outcome thinking focuses on "trying to induce a very specific, predictable response in the client" (Bruscia, 2011, 3:06-3:16). Here, the music therapist focuses on behaviors and targeted responses. Examples include cause-and-effect relationships, predetermined outcomes, and a focus on empirical and clinical evidence (Lee, 2015). In outcome thinking, the client is a consumer or recipient, and the music therapist is an expert. Current music therapy models

focusing on outcome thinking are behavioral, developmental, and neurologic music therapy (NMT), vibroacoustic therapy, and medical music therapy (Lee, 2015). Examples of outcome thinking within the public school setting include working with a student to appropriately greet their teachers and peers, improving counting skills through 1:1 correspondence, or identifying common objects. These examples all have concrete targeted responses.

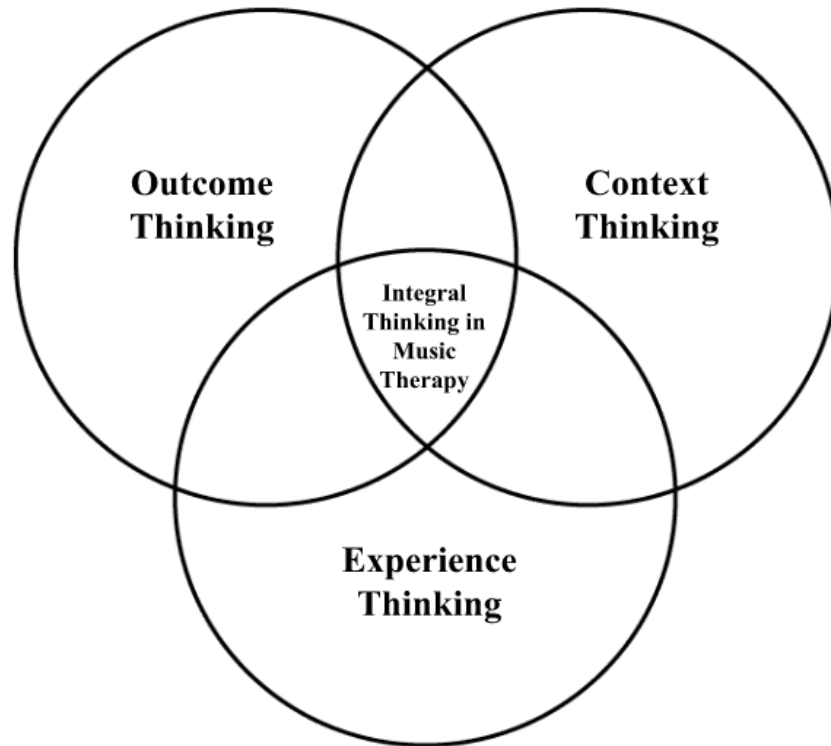
Reflexivity in ITMT

A key aspect of ITMT relies on the music therapist being reflexive. This reflexivity allows the therapist to move between the three ways of thinking based on the student's needs at any given time to provide the best services possible. ITMT also emphasizes that not one lens is more important than the others and that each is necessary within the therapeutic setting (Bruscia, 2014). Bruscia (2011) stated that all three ways of thinking ultimately lose by only using one way of thinking within the therapeutic process. Therefore, by utilizing all three ways of thinking within clinical practice, music therapists have the tools and approaches available from all existing approaches and theories (Lee, 2015).

Figure 1 below depicts how all three lenses of thinking overlap and are intertwined. The top left circle shows outcome thinking, the top right circle represents context thinking, and the bottom circle depicts experience thinking. Where all three lenses overlap is labeled integral thinking in music therapy. This diagram visually represents Bruscia's argument that one way of thinking is not more important than another as they all overlap in some way (2014).

Figure 1

Venn Diagram of Integral Thinking in Music Therapy



School-Based Music Therapy Literature

AMTA publishes standards of clinical practice in various settings where music therapists work. One setting outlined is the educational setting. This document is crucial as it defines expectations of the quality of services. These standards include referral, assessment, treatment, and evaluations of music therapy services. Below is an explanation of this document related to educational practices (AMTA, 2021c). How these practices relate to ITMT and suggestions on how to incorporate ITMT are discussed further in Chapter 5.

School-Based Music Therapy Referral

According to AMTA, a student can receive a referral for a music therapy assessment in several ways. A request can be made by the music therapist, a teacher, another professional, parents, an advocate, or the student themselves (AMTA, 2021c). The music therapist determines the final decision about accepting a referral for assessment. A referral is formally requested at an ARD meeting. Based on this researcher's experiences, different school districts have additional criteria for requesting a referral. Some examples include a pre-referral checklist to determine if the student would be a good candidate for music therapy services and a checklist to determine if there are areas on the IEP that are not making progress with the current curriculum or related services in place.

School-Based Music Therapy Assessment

AMTA (2021c) outlines music therapists' guidelines when conducting school-based assessments. They state that music therapy assessments should be individualized to each student and should consider the student's culture and other aspects of their identity. The assessment should cover the main domains (cognitive, communicative, physical, emotional, and social). It should be designed to focus on the student's strengths and their areas of need (AMTA, 2021c). The assessment should also include the client's responses to music, music skills, and musical preferences. The results of the music therapy assessment will then be communicated to the necessary providers and parents/guardians. When appropriate, the results will be communicated with the client during the ARD meeting and then placed in the student's file that can be referenced at any time (AMTA, 2021c).

Although assessment is essential to clinical work, more school-based assessment protocols must be documented. A study by Wilson and Smith (2000) explores the variety of

music therapy assessments used in school settings. The authors compiled different assessment tools and tried to categorize the assessment tools to find trends within school-based music therapy assessments. The researchers discovered that several assessment tools were being utilized with minimal overlap. It was also noted that most assessment tools used in school settings were experimental and designed by specific music therapists. There are a variety of limitations discussed within this article. The authors noted that because there seems to be little consistency in school-based assessments, there is room for improvement within the assessment process. Various possible assessment tools leave room for assumptions, biases, and errors on the part of the music therapists conducting the assessments. The authors also implied the need for a more widespread assessment tool within the school setting.

School-Based Music Therapy Treatment

The majority of school-based music therapy literature focuses on music therapy implementation. For example, AMTA (2021c) outlines treatment planning and implementation for school-based music therapy. The specific aspects of school-based music therapy treatment planning go as follows: create and implement goals that are directly related to the areas assessed during the assessment, include the student's culture where appropriate, have a specified service type (direct or indirect services), duration of services, frequency of music therapy services, and record procedure and data collection (AMTA, 2021c). It also outlines the need for periodic evaluation of progress and modifications to be made as necessary.

School-Based Music Therapy Evaluation

Evaluation is a crucial aspect of music therapy work. Although, there is currently limited published research regarding music therapy's evaluation and termination process in school settings. According to AMTA (2021c), the terms evaluation and termination of services are

interchangeable. These standards state that an individual's services may be terminated for various reasons. The reasoning includes being discharged from the facility, can no longer be scheduled, and not benefiting from services (AMTA, 2021c). The standards also recommend periodic reevaluation to determine the need for future services.

This researcher's experience is as follows: a 3-year evaluation is conducted for every student in the special education program. During the ARD process for the 3-year evaluation, all related service providers present their updated assessments for that student. These assessments determine if the student still qualifies for the related service. If they no longer qualify, the ARD committee decides to terminate services. Another way that services are terminated in the public school system, based on this researcher's experience, is if the student ages out of the special education program.

Summary

The literature and standardized recommendations in music therapy reveal that music therapists utilize several practices within the school setting. School-based music therapists must implement a referral, assessment, treatment, and evaluation process. However, there needs to be more synthesis or connections between studies. This study seeks to provide an understanding of the published practices, categorize them with the three lenses of ITMT and provide recommendations to music therapists working within school districts on how to incorporate all three lenses of this theory into their daily clinical work.

CHAPTER III

METHODOLOGY

The purpose of this systematic review was to explore school-based music therapy practices through the lens of the theory of ITMT. This study addressed two research questions using a systematic review research design. First, what does the literature reveal about the practices of school-based music therapy according to ITMT? What ITMT recommendations can be made from critically reviewing this literature?

Systematic Review

The method for collecting and critically analyzing data followed an adapted version of the American Occupational Therapy Association (AOTA, 2020) guidelines. The AOTA protocol is an adapted version of the standardized, systematic review protocol created by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). The researcher examined peer-reviewed journal articles that address ITMT and school-based music therapy practices. The articles were selected from Texas Woman's University Blagg-Huey online database system. The researcher also used hand selecting by searching the Barcelona Publishers' Qualitative Inquiry of Music Therapy database and contacting content experts. This study was exempt from Institutional Review Board (IRB) review and received approval from the researcher's thesis committee and graduate school.

Guidelines for Systematic Review

The modified version of the AOTA guidelines (2020) are as follows:

1. The student researcher will define the search strategies used, including inclusion and exclusion criteria and screening procedures.

- a. Inclusion Criteria: Children ages 3-21, occurring in a public or private school apart from homebound services, conducted by a board-certified music therapist (MT-BC) or the equivalent of an MT-BC in other countries, sessions, and articles in English.
 - b. Exclusion Criteria: Non-English sessions or articles, private practice or in-home services, non-children settings.
2. The student researcher will present a complete electronic search strategy for at least one database, including any limits used so that it could be repeated. (PRISMA Item #8)
3. The student research will list the procedures for identifying and collecting articles (e.g., hand-searching reference lists and tables of contents and contacting content experts). Include dates of coverage of the search. (PRISMA Item #7)
4. The student researcher will state the process for selecting studies (i.e., screening, eligibility, criteria for inclusion in the systematic review, and, if applicable, criteria for inclusion in the meta-analysis). (PRISMA Item #9)
5. The student researcher will define the risk of bias (PRISMA Item #12)
 - a. Personal stance (outcome heavy)
 - b. Personal bias (judging articles)
 - c. Fair and transparent (defining how to categorize each way of thinking)

Inclusion Criteria

When researching articles, the following inclusion criteria were used to accept findings:

1) articles included music therapy by an MT-BC or the equivalent of an MT-BC based on state or country; 2) articles including school-aged children (ages 3-21); 3) articles occurring in a

public or private school apart from homebound services; 4) all articles are in English. In addition, the total number of sources found for each database included only articles.

Exclusion Criteria

When researching articles, the following exclusion criteria were used to exclude findings: 1) articles that did not include children ages 3-21; 2) articles that focused on private practice or in-home services; 3) articles that were not in English. In addition, books and dissertations were excluded from this study due to time constraints.

Data Collection

The date of research coverage spanned several months (July-August 2022) through online literature searches. Peer-reviewed journal articles were retrieved from searching the Texas Woman's University Blagg-Huey online database system. In addition, the researcher hand-searched the Qualitative Inquiry Music Therapy at the Barcelona Publishing website. The following keywords were used to search the Texas Woman's University Blagg-Huey online database system: 1) school-based music therapy; 2) music therapy with school-aged children; 3) school-based practices; 4) music therapy with children.

Data Analysis

Once the data collection was completed, duplicate studies were excluded from the research first; then, studies were reviewed in full and removed if they did not meet the inclusion criteria. Next, due to time constraints, all books and dissertations were eliminated. Finally, to represent the findings, a modified table was constructed based on the AOTA guidelines (2020) to represent articles matching the selection criteria. To modify this table, the researcher used the following headings to help organize the data: Title, Author, Year, ITMT Lens, Outcome

Thinking, Experience Thinking, Context Thinking, Reflexivity, Assessment, Treatment,
Evaluation, Publication, and Type of Publication.

CHAPTER IV

RESULTS

Results of the Systematic Review

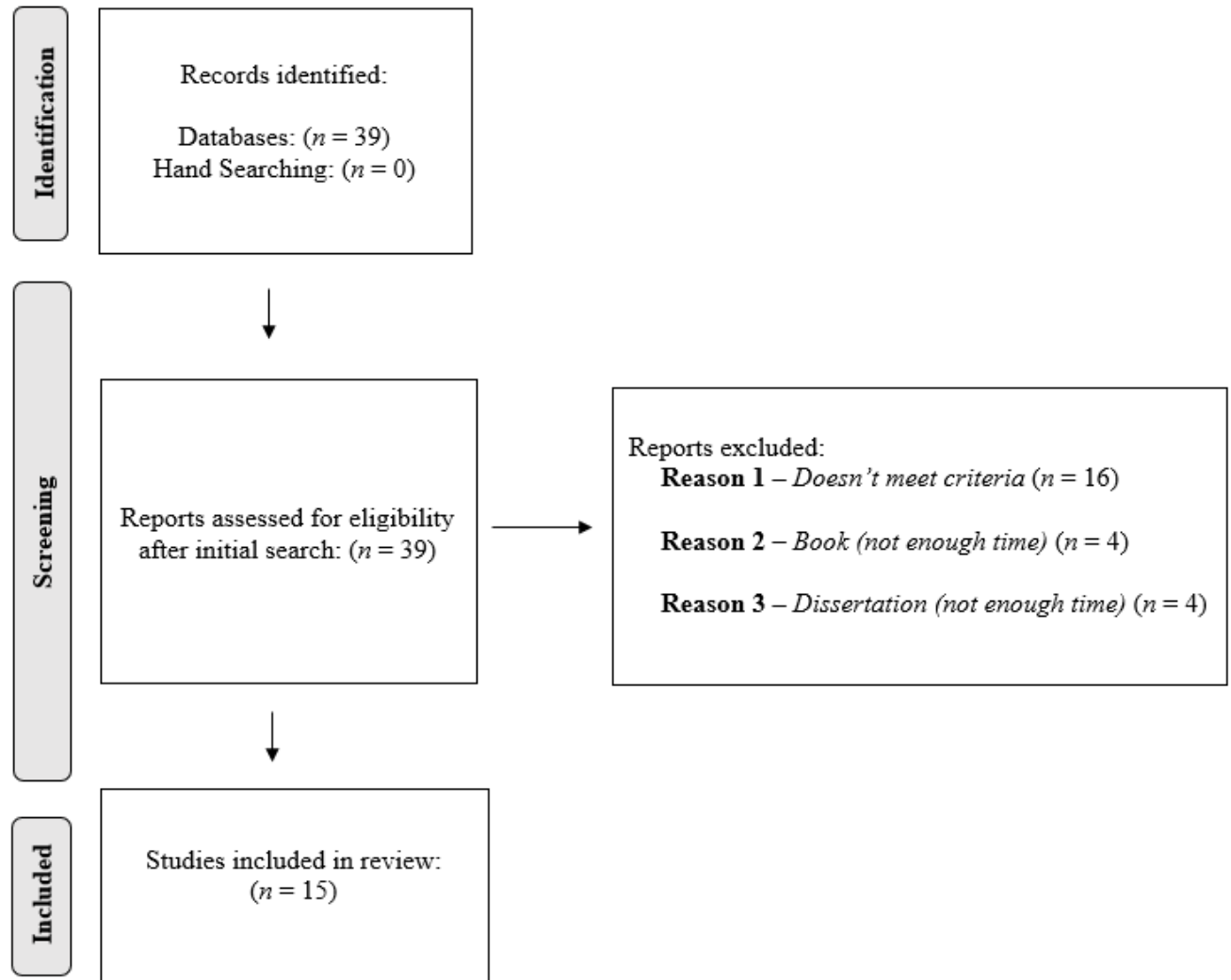
The initial keywords put through the database resulted in 14,022 items. This number included journal articles, books, and dissertations. Of the 14,022 articles, 39 were identified as potential articles related to the overall purpose of this systematic review. This number already includes eliminating duplicates, as they were not recorded during the data collection process and were immediately eliminated.

Of the 39 articles found during the research phase, 16 were eliminated as they needed to meet all aspects of the inclusion criteria upon further investigation. Several of the articles that were found were written in English, but upon further reading, it was discovered that the article had been translated into English, and the sessions needed to be conducted in English. A few articles were eliminated because they were not conducted by an MT-BC or the equivalent of a board-certified professional in other countries. After that, the researcher decided to eliminate the four books found during the research process due to time constraints. Then, after further consideration, four dissertations were eliminated due to time constraints. Following the inclusion criteria, 15 articles were accepted for further review in this systematic review.

Figure 2, shown below, illustrates the process of selecting and screening the articles for inclusion in the systematic review and is based on and slightly adapted from the PRISMA recommendations for systematic reviews.

Figure 2

Flow Diagram



Analyses: The PRISMA Statement,” by D. Moher, A. Liberati, J. Tetzlaff, D. G. Altman; The PRISMA Group, 2009, *PLoS Med* 6(6), e1000097.

Table 1 highlights the master list of articles used in this systematic review. The master list includes the year, author, article title, and publication type. There are 15 articles included in this systematic review.

Table 2 depicts the articles that consider or show aspects of context thinking. Out of the 15 articles critically reviewed, nine contained aspects of context thinking within school-based music therapy. The main themes were self-esteem, empowerment, and connecting students within their school environment and community. The far-right column notates the context thinking theme shown in the journal article. The sub-themes in the articles include school community, socio-economic status, culture, power dynamics, societal issues, discrimination, family, community, and environment.

Table 3 shows articles that contained outcome thinking. Of the 15 articles accepted into this systematic review, 13 exhibited outcome thinking within school-based music therapy practices. Most of the articles displayed outcome-oriented thinking. The far-right column notates the outcome thinking elements in the journal articles. These outcome-thinking themes include targeted responses, targeted behaviors, IEP goals, academic goals, and easily measured goals/responses/behaviors. Essentially, there were predetermined responses/behaviors/outcomes that the music therapist was looking for in each of these journal articles.

Table 4 shows articles demonstrating experience thinking concepts. Of the 15 articles critically reviewed for this systematic review, six showed experience thinking in school-based music therapy practices. Experience-oriented thinking was the least common among the articles utilized in this systematic review. The far-right column notates experience thinking themes in the journal articles. The elements include emotions, emotional processes, sensory-based experiences, and improvisation.

Table 5 illustrates the articles that display all three ways of thinking (context, experience, and outcome thinking). Five of the 15 articles included in this systematic review reflected all three ways of thinking.

Table 6 shows the articles containing information or referencing reflexivity within school-based music therapy practices. Of the 15 articles critically reviewed for this systematic review, only two demonstrated reflexivity.

Table 7 indicates the articles containing information or references to the referral process within the school setting. Out of the 15 articles critically reviewed in this systematic review, only one article had any information regarding the referral process.

Table 8 outlines the articles that contain assessment information for school-based music therapy practices. Five of the 15 articles critically reviewed for this systematic review outlined assessments or the assessment process.

Table 9 outlines the articles outlining the treatment/implementation of school-based music therapy practices. Of the 15 articles in this systematic review, 12 discussed the treatment/implementation of school-based music therapy practices.

Table 10 indicates which articles in this systematic review discuss evaluation in school-based settings. Two of the 15 articles included in this systematic review outlined the evaluation process within school-based music therapy.

Table 1*Master List of Articles Used for Systematic Review*

Year	Article Title	Author	Publication
1989	The Effect of Behavioral Music Therapy on the Generalization of Interpersonal Skills from Sessions to the Classroom by Emotionally Handicapped Middle School Students	Eidson Jr., C. E.	Journal Article
1999	A Program-Based Consultative Music Therapy Model for Public Schools	Chester, K. K., Holmberg, T. K., Lawrence, M. P. & Thurmond, L. L.	Journal Article
1999	Music Therapy in School Settings: Current Practice	Smith, D., & Hairston, M.	Journal Article
2000	Music Therapy Assessment in School Settings: A Preliminary Investigation	Wilson, B. L., & Smith, D. S.	Journal Article
2009	Music Therapy with Children and Adolescents in Mainstream Schools: A Systematic Review	Carr, C., & Wigram, T.	Journal Article

Table 1 (Continued)

Year	Article Title	Author	Publication
2009	A Music Therapy Assessment Tool for Special Education: Incorporating Education Outcomes	Jacobsen, S., & Langen, D	Journal Article
2010	Meeting the Needs of Urban Students: Creative Arts Therapy in Jersey City Public Schools	Nelson, C. L.	Journal Article
2012	Music Therapy School Consultation: A Unique Practice	Rickson, D.	Journal Article
2014	Music Therapy and the IEP Process	Ritter-Cantesanu, G.	Journal Article
2014	Community Music Therapy in Schools: Realigning with the Needs of Contemporary Students, Staff and Systems	McFerran, K. S., & Rickson, D.	Journal Article

Table 1 (Continued)

Year	Article Title	Author	Publication
2016	Study Protocol RapMusicTherapy for Emotion Regulation in a School Setting	Uhlig, S., Jansen, E., & Scherder, E.	Journal Article
2016	Utilizing Rhythm-Based Strategies to Enhance Self-Expression and Participation in Students with Emotional and Behavioral Issues: A Pilot Study	Ross, S.	Journal Article
2020	An Investigation of a Classroom-Based Specialized Music Therapy Model for Children with Autism Spectrum Disorder: Voices Together Using the VOICSS™ Method	Schmid, L., DeMoss, L., Scarbrough, P., Ripple, C., White, Y., & Dawson, G.	Journal Article
2021	Interprofessional Occupational Therapy and Music Therapy Piano Keyboard Intervention for Preschoolers with Visual Impairments: A Non-Randomized Pilot Case Study	DeBoth, K.K., Olszewski, C. A., Roberge, N., & Owen, M.	Journal Article
2022	Creative Arts Therapy in the United States School System: An Integrative Systematic Review of Empirically Evaluated Interventions from the Past Decade	Frydman, J. S., Hyman, S., & Caputo, S.	Journal Article

Table 2*Context Thinking Articles*

Year	Article Title	Author	Publication	Context Thinking Themes
1999	Music Therapy in School Settings: Current Practice	Smith, D. S., & Hairston, M. J.	Journal Article	School and Community
2009	Music Therapy with Children and Adolescents in Mainstream Schools: A Systematic Review	Carr, C., & Wigram, T.	Journal Article	Culture and Socio-Economic Status
2009	A Music Therapy Assessment Tool for Special Education: Incorporating Education Outcomes	Jacobsen, S., & Langen, D	Journal Article	Power Dynamics and School Community
2010	Meeting the Needs of Urban Students: Creative Arts Therapy in Jersey City Public Schools	Nelson, C. L.	Journal Article	Societal Issues
2012	Music Therapy School Consultation: A Unique Practice	Rickson, D.	Journal Article	Culture and Community

Table 2 (Continued)

Year	Article Title	Author	Publication	Context Thinking Themes
2014	Community Music Therapy in Schools: Realigning with the Needs of Contemporary Students, Staff and Systems	McFerran, K. S., & Rickson, D.	Journal Article	Power Dynamics and Community
2016	Study Protocol RapMusicTherapy for Emotion Regulation in a School Setting	Uhlig, S., Jansen, E., & Scherder, E.	Journal Article	Discrimination
2021	Interprofessional Occupational Therapy and Music Therapy Piano Keyboard Intervention for Preschoolers with Visual Impairments: A Non-Randomized Pilot Case Study	DeBoth, K. K., Olszewski, C. A., Roberge, N., & Owen, M.	Journal Article	Family and Environment
2022	Creative Arts Therapy in the United States School System: An Integrative Systematic Review of Empirically Evaluated Interventions from the Past Decade	Frydman, J. S., Hyman, S., & Caputo, S.	Journal Article	Community

Table 3*Outcome Thinking Articles*

Year	Article Title	Author	Publication	Outcome Thinking Themes
1989	The Effect of Behavioral Music Therapy on the Generalization of Interpersonal Skills from Sessions to the Classroom by Emotionally Handicapped Middle School Students	Eidson Jr., C. E.	Journal Article	Targeted Behaviors
1999	A Program-Based Consultative Music Therapy Model for Public Schools	Chester, K. K., Holmberg, T. K., Lawrence, M. P. & Thurmond, L. L.	Journal Article	Targeted Responses Based on IEP Goals
1999	Music Therapy in School Settings: Current Practice	Smith, D. S., & Hairston, M. J.	Journal Article	Academic Goals
2000	Music Therapy Assessment in School Settings: A Preliminary Investigation	Wilson, B. L., & Smith, D. S.	Journal Article	Targeted Behaviors

Table 3 (Continued)

Year	Article Title	Author	Publication	Outcome Thinking Themes
2009	A Music Therapy Assessment Tool for Special Education: Incorporating Education Outcomes	Jacobsen, S., & Langen, D	Journal Article	Easily Measured Targeted Responses
2010	Meeting the Needs of Urban Students: Creative Arts Therapy in Jersey City Public Schools	Nelson, C. L.	Journal Article	Academic Goals
2012	Music Therapy School Consultation: A Unique Practice	Rickson, D.	Journal Article	Targeted Responses
2014	Music Therapy and the IEP Process	Ritter-Cantesanu, G.	Journal Article	IEP Goals
2016	Study Protocol RapMusicTherapy for Emotion Regulation in a School Setting	Uhlig, S., Jansen, E., & Scherder, E.	Journal Article	Targeted Responses

Table 3 (Continued)

Year	Article Title	Author	Publication	Outcome Thinking Themes
2016	Utilizing Rhythm-Based Strategies to Enhance Self-Expression and Participation in Students with Emotional and Behavioral Issues: A Pilot Study	Ross, S	Journal Article	Targeted Responses
2020	An Investigation of a Classroom-Based Specialized Music Therapy Model for Children with Autism Spectrum Disorder: Voices Together Using the VOICSS™ Method	Schmid, L., DeMoss, L., Scarborough, P., Ripple, C., White, Y., & Dawson, G.	Journal Article	Targeted Responses
2021	Interprofessional Occupational Therapy and Music Therapy Piano Keyboard Intervention for Preschoolers with Visual Impairments: A Non-Randomized Pilot Case Study	DeBoth, K. K., Olszewski, C. A., Roberge, N., & Owen, M.	Journal Article	Targeted Responses
2022	Creative Arts Therapy in the United States School System: An Integrative Systematic Review of Empirically Evaluated Interventions from the Past Decade	Frydman, J. S., Hyman, S., & Caputo, S.	Journal Article	Targeted Responses

Table 4*Experience Thinking Articles*

Year	Article Title	Author	Publication	Experience Thinking Themes
2009	A Music Therapy Assessment Tool for Special Education: Incorporating Education Outcomes	Jacobsen, S., & Langen, D.	Journal Article	Emotions
2010	Meeting the Needs of Urban Students: Creative Arts Therapy in Jersey City Public Schools	Nelson, C. L.	Journal Article	Emotions
2016	Study Protocol RapMusicTherapy for Emotion Regulation in a School Setting	Uhlig, S., Jansen, E., & Scherder, E.	Journal Article	Emotional Processes
2016	Utilizing Rhythm-Based Strategies to Enhance Self-Expression and Participation in Students with Emotional and Behavioral Issues: A Pilot Study	Ross, S.	Journal Article	Emotions

Table 4 (Continued)

Year	Article Title	Author	Publication	Experience Thinking Themes
2021	Interprofessional Occupational Therapy and Music Therapy Piano Keyboard Intervention for Preschoolers with Visual Impairments: A Non-Randomized Pilot Case Study	DeBoth, K. K., Olszewski, C. A., Roberge, N., & Owen, M.	Journal Article	Sensory Based
2022	Creative Arts Therapy in the United States School System: An Integrative Systematic Review of Empirically Evaluated Interventions from the Past Decade	Frydman, J. S., Hyman, S., & Caputo, S.	Journal Article	Improvisation

Table 5*All Three Ways of Thinking Articles*

Year	Article Title	Author	Publication	ITMT
2009	A Music Therapy Assessment Tool for Special Education: Incorporating Education Outcomes	Jacobsen, S., & Langen, D	Journal Article	Yes
2016	Study Protocol RapMusicTherapy for Emotion Regulation in a School Setting	Uhlig, S., Jansen, E., & Scherder, E.	Journal Article	Yes
2021	Interprofessional Occupational Therapy and Music Therapy Piano Keyboard Intervention for Preschoolers with Visual Impairments: A Non-Randomized Pilot Case Study	DeBoth, K. K., Olszewski, C. A., Roberge, N., & Owen, M.	Journal Article	Yes
2022	Creative Arts Therapy in the United States School System: An Integrative Systematic Review of Empirically Evaluated Interventions from the Past Decade	Frydman, J. S., Hyman, S., & Caputo, S.	Journal Article	Yes

Table 6*Reflexivity Articles*

Year	Article Title	Author	Publication	Reflexivity
2012	Music Therapy School Consultation: A Unique Practice	Rickson, D.	Journal Article	Yes
2014	Community Music Therapy in Schools: Realigning with the Needs of Contemporary Students, Staff and Systems	McFerran, K. S., & Rickson, D.	Journal Article	Yes

Table 7*Referral Articles*

Year	Article Title	Author	Publication	Referral
2014	Music Therapy and the IEP Process	Ritter-Cantesanu, G.	Journal Article	Yes

Table 8*Assessment Articles*

Year	Article Title	Author	Publication	Assessment
1999	A Program-Based Consultative Music Therapy Model for Public Schools	Chester, K. K., Holmberg, T. K., Lawrence, M. P. & Thurmond, L. L.	Journal Article	Yes
2000	Music Therapy Assessment in School Settings: A Preliminary Investigation	Wilson, B. L., & Smith, D. S.	Journal Article	Yes
2009	A Music Therapy Assessment Tool for Special Education: Incorporating Education Outcomes	Jacobsen, S., & Langen, D	Journal Article	Yes
2012	Music Therapy School Consultation: A Unique Practice	Rickson, D.	Journal Article	Yes
2014	Music Therapy and the IEP Process	Ritter-Cantesanu, G.	Journal Article	Yes

Table 9*Treatment/Implementation Articles*

Year	Article Title	Author	Publication	Treatment
1989	The Effect of Behavioral Music Therapy on the Generalization of Interpersonal Skills from Sessions to the Classroom by Emotionally Handicapped Middle School Students	Eidson Jr., C. E.	Journal Article	Yes
1999	A Program-Based Consultative Music Therapy Model for Public Schools	Chester, K. K., Holmberg, T. K., Lawrence, M. P. & Thurmond, L. L.	Journal Article	Yes
2009	Music Therapy with Children and Adolescents in Mainstream Schools: A Systematic Review	Carr, C., & Wigram, T.	Journal Article	Yes
2010	Meeting the Needs of Urban Students: Creative Arts Therapy in Jersey City Public Schools	Nelson, C. L.	Journal Article	Yes
2012	Music Therapy School Consultation: A Unique Practice	Rickson, D.	Journal Article	Yes

Table 9 (Continued)

Year	Article Title	Author	Publication	Treatment
2014	Music Therapy and the IEP Process	Ritter-Cantesanu, G.	Journal Article	Yes
2014	Community Music Therapy in Schools: Realigning with the Needs of Contemporary Students, Staff and Systems	McFerran, K. S., & Rickson, D.	Journal Article	Yes
2016	Study Protocol RapMusicTherapy for Emotion Regulation in a School Setting	Uhlig, S., Jansen, E., & Scherder, E.	Journal Article	Yes
2016	Utilizing Rhythm-Based Strategies to Enhance Self-Expression and Participation in Students with Emotional and Behavioral Issues: A Pilot Study	Ross, S.	Journal Article	Yes
2020	An Investigation of a Classroom-Based Specialized Music Therapy Model for Children with Autism Spectrum Disorder: Voices Together Using the VOICSS™ Method	Schmid, L., DeMoss, L., Scarbrough, P., Ripple, C., White, Y., & Dawson, G.	Journal Article	Yes

Table 9 (Continued)

Year	Article Title	Author	Publication	Treatment
2021	Interprofessional Occupational Therapy and Music Therapy Piano Keyboard Intervention for Preschoolers with Visual Impairments: A Non-Randomized Pilot Case Study	DeBoth, K. K., Olszewski, C. A., Roberge, N., & Owen, M.	Journal Article	Yes
2022	Creative Arts Therapy in the United States School System: An Integrative Systematic Review of Empirically Evaluated Interventions from the Past Decade	Frydman, J. S., Hyman, S., & Caputo, S.	Journal Article	Yes

Table 10*Evaluation Articles*

Year	Article Title	Author	Publication	Evaluation
2012	Music Therapy School Consultation: A Unique Practice	Rickson, D.	Journal Article	Yes
2014	Music Therapy and the IEP Process	Ritter-Cantesanu, G	Journal Article	Yes

The researcher's analysis of these 15 articles demonstrated that most studies (13 out of 15 articles reviewed) utilized outcome thinking. Analysis indicated that nine of 15 articles utilized context thinking, while experience thinking was present in only six. Of the 15 articles reviewed, five reflect aspects of all three ways of thinking or principles of ITMT. Only two of 15 articles demonstrated the concept of reflexivity within school-based music therapy practice, and the two articles that did elaborate on reflexivity differed from those included in the ITMT table. Of the 15 articles reviewed, one article referenced the referral process. Five of the 15 articles showed the music therapy assessment process in school settings. Most articles showed music therapy treatment within school-based settings, with 12 of 15 articles referencing treatment/implementation. Finally, two articles referenced the evaluation process in school-based music therapy practices.

CHAPTER V

RECOMMENDATIONS AND CONCLUSIONS

Discussion

Fifteen articles involving school-based music therapy practices were critically reviewed through the lens of integral thinking in music therapy for this systematic review. Several important discoveries occurred from this analysis. These discoveries include a tendency towards outcome thinking, a need for more literature on several critical components of the Standards of Clinical Practice, and a lack of reflexivity.

First, there needs to be more literature regarding school-based music therapy's referral and evaluation process. One out of 15 articles referenced the referral process in school-based music therapy practices, while two of 15 articles referenced the evaluation and termination process. Referrals and evaluations are crucial to school-based work, highlighting the need for more literature in these areas. Referrals are a place to inform potential clients, educate, and gain information from colleagues.

Standards of Clinical Practice and ITMT

Referral

As demonstrated in the Standards of Clinical Practice, the referral process can be complex and is the first step in music therapy. All three ways of thinking can be applied to the referral process similarly. Only one of 15 articles referenced the referral process in the articles reviewed in this systematic review. However, the article was highly vague when discussing the referral process and did not go into detail. However, ITMT could be used during the referral process. For example, with outcome thinking, a referral would be the result of a professional (teacher or other related service providers) noticing that with musical stimulus, a child can

accomplish a skill with greater accuracy (i.e., a child can count with 1:1 correspondence when there is a melodic or rhythmic component paired with the skill). Experience thinking would impact the referral process if a professional noticed that music could address and provide a helpful structure for understanding and working through emotions and processes. Finally, context thinking would impact the referral process by helping connect the student with their community, such as many transition programs that help students learn skills for jobs within their community (i.e., cashier/money skills, creating a budget for independent living, or learning how to advocate for themselves). Using ITMT in the referral process allows all three ways of thinking to be validated as a need for the student. It also indicates to other professionals completing the referral that these areas are within the scope of practice of the music therapist.

Ritter-Cantesanu (2014) describes the referral process as the primary step in the school-based music therapy assessment process. The author outlines how some music therapists provide the ARD committee with a referral checklist or questionnaire to help determine if a music therapy assessment is a good option for a specific student. The final step in the referral process is to obtain consent to assess from the parents or guardians of the student (Ritter-Cantesanu, 2014).

Assessment

As demonstrated in the Standards of Clinical Practice, the assessment process is an integral part of school-based music therapy services as it is the source of information that determines the qualification of services. Many current music therapy assessments focus on outcome thinking aspects such as: Does the student alert or respond to musical stimulus? Does the student imitate patterns or melodies? Is there a difference in responses in music versus non-music settings? Wilson and Smith (2000) investigated school-based assessments, and most results showed a trend of outcome thinking-based assessments.

Regarding experience thinking within the assessment process, Jacobsen and Langen (2009) depicted how music therapy assessments could include experience thinking by assessing emotional expression, among other domains. The authors also used this same assessment tool to demonstrate how context thinking could be incorporated by utilizing the music of different cultures and assessing a student's relationships and power dynamics among their peers (Jacobsen & Langen, 2009). Music therapists can support short-term and long-term goals relating to school, home/family, and community (Smith & Hairston, 1999).

Context thinking was included in two articles regarding school-based music therapy assessments. Rickson (2012) described how to include context thinking into the assessment process by utilizing all available resources (teachers, other professionals, parents, and the student) to collect all necessary information to identify the student. This includes personal identity, culture, family, and how students' function and act within their community. Jacobsen and Langen (2009) included a section on life skills and personal development adapted from music education outcomes the authors felt were relevant to the music therapy assessment process. These life skills include experiencing and appreciating music from different cultures, appreciating various music, and developing positive relationships with their peers and within their class and school (Jacobsen & Langen, 2009). Several aspects of context thinking need to be added within these articles and the assessment process. Currently, no standardized assessment tool includes community aspects, empowerment, or social justice issues. These are essential aspects of the human experience that should be addressed, if necessary, during the treatment process.

Regarding experience thinking, current music therapy assessments utilized within school settings do not address relationships, inner worlds, transference, and countertransference

patterns. These are essential aspects that need consideration while assessing a student. How do these themes impact a student's day-to-day school experience? Although education outcomes are the easiest measured on an assessment, how will music therapists know if they should address these other areas if they are not assessed during the assessment process? It is the job of music therapists to assess all areas of their clients, or in school-based settings, their students, and if there is not a standardized assessment process, critical aspects of a student's personal identity are missed and not appropriately assessed, which ultimately is a disservice to the students and their educational journey.

Jacobsen and Langen (2009) explain, "the assessment tool gives a perspective on how music therapy relates to education, with music therapy outcomes and indicators providing information about content in sessions" (p. 88). They explain that this type of assessment tool and the report gives other professionals (i.e., principals, diagnosticians, related service providers, etc.) measurable outcomes of how music therapy affects the targeted outcomes. This point makes a valid argument of why the majority of school-based music therapy practices are outcome-thinking based, as those responses are most easily measurable. The authors explain that to strengthen the role of music therapy within public education, it seemed necessary and appropriate to adopt the academic language and outcomes as those outcomes are both observable and measurable within the music therapy session.

One standard school-based music therapy assessment tool that needs to be addressed in the Jacobsen and Langen study is the Special Education Music Therapy Assessment Protocol, otherwise known as the SEMTAP (Coleman & King, 2003). The SEMTAP utilizes a comparative assessment between non-music and music settings. In addition to the SEMTAP, there is a secondary assessment tool to go alongside it called the Music Therapy Special

Education Assessment Scale, or MT-SEAS. This rating scale uses prompting levels to score trials in both the non-music and music settings. If a student scores higher on a targeted skill or goal area in a music setting than in a non-music setting, the child qualifies for music therapy services.

Jacobsen and Langen (2009) stated, "Music therapy with its emphasis on expression, relationships and development, is less easily measured and requires a specific type of assessment" (p.80). This view on assessment shows the need for more integral thinking within the assessment process to address experience and context thinking in addition to outcome-based thinking. It is a disservice to the clients being served to exclude other ways of thinking, even if they are less easily measured. DeBoth et al. (2021) demonstrated adding context thinking to the therapeutic process. They state, "Use of parent interviews as part of the evaluative process for new therapeutic interventions is also supported specific to the use of musical interventions, demonstrating that valuable information can be collected using this technique" (DeBoth et al., 2021, p. 44). Therefore, ITMT should be used as a guide when developing formal or informal school-based assessments in music therapy.

Treatment Planning

As demonstrated in the Standards of Clinical Practice, the treatment process, or implementation of services, is an integral part of school-based music therapy services as it is the source of most school-based music therapy literature. Since music therapy is an evidence-based field, this type of literature is crucial to developing the field. DeBoth et al. (2021) state, "Integrating the expertise of various disciplines into a cohesive plan of care is efficacious for the client recipients by providing more holistic, efficient, and intensive programming" (p. 43). If students can benefit from a multidisciplinary approach, could not the same conclusion be drawn

about an integral approach to therapy? An integral approach is pulling several theories, models, and philosophies together into one cohesive care plan, just like a multidisciplinary approach.

A variety of school-based music therapy treatment articles outline a variety of outcomes that are being targeted. For example, DeBoth et al. (2015) included the following outcomes: executive functioning, language, communication, vocabulary development and maintenance, cognitive skills, social skills, sensory processing skills, and visual-spatial abilities. In addition, Chester et al. (1999) outlined that the most common targeted responses were facilitating language skills, supporting, and encouraging communication skills, and promoting and modeling social skills.

Treatment articles also demonstrated aspects of experience thinking. For example, Eidson (1989) states that music therapy allows students to develop positive self-esteem. Other experience thinking aspects mentioned in the article include group cohesion, group relationships, and interpersonal skills (Eidson, 1989). Working with others is a life skill that all students must achieve, not just students in general education. Articles that included experience thinking focused on developing self-regulation skills, developing coping strategies, and impulse control regarding emotional processes (Uhlig et al., 2016). Uhlig et al. (2016) also stated, "The interaction of music with neural functions for modulating emotions, affecting mood and stress, has been extensively studied" (p. 1069). This function of music indicates that music therapy has the benefit of developing skills which is an essential part of the general education setting. Ross (2016) emphasized this point by stating that music therapy can help students develop, practice, and generalize skills necessary to access their school environment better and participate more effectively in general education.

Students in general education are given opportunities throughout their school day to develop and practice these skills due to their curriculum and the natural effects of interacting with peers and adults. Students in the special education program should have those same opportunities to practice these skills. However, some students within the special education setting are in self-contained classrooms for most of their day without opportunities to develop these necessary skills. Music therapy has the potential to lay the groundwork for practicing these necessary life skills and then help students generalize these skills into their everyday life and community. The ultimate goal of school-based music therapy is and should be used to prepare students for their post-secondary life.

By implementing a more integral approach within school-based work, music therapists can help students reach their full potential. However, with this being said, “...quantitative studies of music therapy interventions in schools for the enhancement of emotion regulation skills for well-being are rare” (Uhlir et al., 2016, p. 1070). There needs to be more literature supporting this idea, even if there would be a significant benefit for the students. How can school-based music therapists better advocate for the needs of their students and find ways to include all three ways of thinking within their clinical practice?

The majority of treatment articles also demonstrated aspects of outcome thinking. Common outcomes addressed in school-based music therapy practices include reading and comprehension skills, math skills, improving social skills, communication skills, speech and language development, and improving behavior and transition skills. Outcome thinking is the most easily measurable of the three ways of thinking, which aligns with how school districts function. Due to the need for concrete data for progress reports and IEP goal mastery, most treatment articles explore outcome thinking. However, how does focusing on only outcome

thinking benefit students for life after school? What can be adapted or changed to include other essential life skills in the special education setting?

Treatment articles also demonstrated aspects of context thinking. An interesting point that the results illuminated is that of the nine context thinking articles, three contain context thinking from other countries. This fact leads to the question, do other countries adopt a more integral approach to music therapy? In addition, four other articles containing context thinking follow a more community-based, creative arts, or collaborative approach with other disciplines. Do facilities that offer a more collaborative or creative arts approach also adopt a more integral therapy model?

Carr and Wigram (2009) explored context thinking more thoroughly than any other article. The authors utilized statistics on the socio-economic statuses of families, ethnicity, family dynamics, and other external pressures present in the lives of children and adolescents. Children can bring various social, cultural, or family issues into school daily. For example, students may come from broken homes, low-income families, substance abuse issues, hunger, homelessness, racial and ethnic tensions, and violence or gang involvement (Nelson, 2010). Therefore, music therapists must consider these issues when implementing music therapy interventions with students or classes. “This follows previous calls for an ecologically aligned approach to school service provision that recommends intervention models should account for both individual needs of students and the systems in which they interact” (Frydman et al., 2022, p. 537). Music therapy is meant to be a structured and safe environment where children can take some control back and a place where they can work towards addressing challenging social and cultural issues in addition to improving and maintaining educational and functional skills.

Evaluation

As demonstrated in the Standards of Clinical Practice, the evaluation process is necessary for the school-based music therapy process. However, there needs to be more literature outlining what that process looks like in school-based settings. Ritter-Cantesanu (2014) thoroughly outlines the evaluation process stating that there are a variety of reasons why a student could need to be evaluated. These reasons include a student no longer showing the educational need for services, a student excelling in goal areas, a student no longer making progress with music therapy, or a student graduating or ages out of special education (Ritter-Cantesanu, 2014). Most of these reasons are outcome thinking.

In most cases, an evaluation is a re-assessment of skills. Within the school setting, this typically occurs every three years or by request of the teacher, parent, or other professional (Ritter-Cantesanu, 2014). Rickson (2012) also briefly touches on the evaluation process within school-based settings. She states, "...an evaluation aims to uncover whether team members are able to use music to support student learning and development in an on-going way" (Rickson, 2012, p. 277). This shows how vital evaluations are in the process, and yet more literature should be on evaluations in school-based music therapy sessions.

When applying ITMT to the evaluation process, the music therapist should consider the necessity of evaluating every aspect of the child, not just educational outcomes. Is the child empowered? Could their self-esteem still benefit from music therapy services? How does the student interact with others? What social justice issues impacting their lives should be addressed so they have coping strategies and ways to work through situations that could occur in their future post-secondary? What aspects of their culture or their family could be impacting their education? These are critical areas for human development that students in general education

learn to address through their education process and interactions with the school and community. In order to effectively be able to evaluate all of these areas, music therapists must practice reflexivity. By reflecting on these questions and being able to switch ways of thinking quickly, music therapists will be better able to address the unique needs of each student.

Recommendations for Clinical Practice

How does a music therapist start to utilize ITMT within their clinical practice? Lee (2015) states that utilizing ITMT within their own clinical practice requires minimal changes and has no impact on the interventions being used. He states, "it is about using all possible musical tools and resources that are available to us as music therapists to help clients address their priority needs" (Lee, 2015, p. 81). Utilizing ITMT has no significant impact on the traditional steps, or flow, of the music therapy process other than adding a few extra steps to the referral, assessment, treatment, and evaluation processes to be integral (Lee, 2015).

Arguably, the first step into incorporating ITMT into clinical practice is to start at the collegiate level. DiMaio and Winters (2023) discussed the importance of educating music therapy students on integral thinking in order to provide both competency based and ethical training for students. They went on to write, "This expansion can lead to a realization of the importance of working in a client-centered manner while allowing the therapist to realize the benefits of being flexible enough to use the tools that are inherent within many different kinds of practices" (DiMaio & Winters, 2023, p. 5). By teaching students this model of thinking, and moving away from a population based teaching model, it provides the tools necessary for future music therapists to look beyond a diagnosis and more effectively treat the needs of the individuals they serve.

In order to effectively utilize ITMT, music therapists must be able to be reflexive within their clinical work. McFerran and Rickson (2014) outlined what reflexive means within clinical work. They stated, "being constantly attentive to the system involves critically considering how the musical experiences mirror and are impacted by the surrounding systems, which includes the school community as well as society at large" (McFerran & Rickson, 2014, p. 83). Using reflexivity both during and after each session allows music therapists to meet their student's needs better and helps prevent personal biases and philosophies from impacting clinical decision-making.

Several aspects of school-based work require music therapists to be reflexive. Some examples include power dynamics, ethnic or racial diversity, and each student's ability level. Students are constantly at the bottom of the power dynamic system and are expected to listen and comply with directives from adults within the building. Music therapy can provide a space where the roles of power can be reversed, putting the student in charge of the therapeutic process. McFerran and Rickson (2014) explored this phenomenon and pointed out that although music therapy can address these societal issues, there is rarely any impact on the broader community. The next step in clinical practice would be to connect these issues addressed within the music therapy session to the community to elicit change. As a profession, music therapists need to create and implement ways to support the generalization of skills practiced within music therapy sessions to each student's life within the school environment and their community (Schmid et al., 2020).

As a helping profession, "we strive to advocate for the voices of different players in the system to be heard" (McFerran & Langen, 2014, p. 83). In order to effectively accomplish this, music therapists need to be reflexive within their work and utilize more than one way of

thinking. This idea is also supported by Rickson (2012), where the author emphasizes that music therapists ought to be knowledgeable, or at minimum familiar with, a variety of models and philosophies of music therapy so they can use what is relevant for each student's individual needs. By embracing ITMT, music therapists can draw from several models and philosophies to better support their student's strengths and areas of need.

Limitations

There were several limitations to this study. These limitations include a lack of literature on this topic and a risk of bias. Due to the nature of critically analyzing literature, there is an inherent risk of bias. To reduce this risk, the researcher acknowledged there could be bias when categorizing articles and used the definitions of each way of thinking (context, outcome, and experience) to ensure that articles were categorized as accurately as possible. It was also acknowledged that this researcher's clinical experience within the public school system could also impact this systematic review.

Other limitations include the time constraints of this systematic review. Due to these time constraints, dissertations and books could not be included in this research. However, future research should include dissertations and books in their results. Another limitation was the language. This researcher only speaks and reads in English; therefore, other published articles in different languages could offer different results.

Recommendations for Future Research

Further research is needed. This researcher recommends the development of a standardized ITMT-based assessment tool for music therapists. It would benefit all students who receive school-based music therapy by assessing each student's context, experience, outcome needs, strengths, and areas to grow in music therapy. In addition, it would ensure a more

comprehensive quality of assessment. Without a standardized assessment tool for school-based music therapy, there is no guarantee that context, experience, and outcome thinking would all be present in the assessment process. A universal process would eliminate confusion, streamline the process, and ensure that every student is evaluated for music therapy services in public schools in the same comprehensive manner. By researching, creating, and testing an ITMT school-based assessment, students, family members, staff, and other music therapists would benefit.

Another recommendation is to publish more literature regarding the referral, assessment, and evaluation process in school-based music therapy. There is a plethora of literature regarding treatment and implementation. However, the literature needs to include more in the other areas of school-based music therapy practices. This researcher recommends research examining the reflexive process within music therapy in this setting. In order to be a highly regarded profession, there needs to be more evidence-based practice integrating ITMT. It will help legitimize the profession of school-based music therapists and provide more resources for school-based music therapists to benefit their students and promote personal and professional development.

Conclusion

The purpose of this systematic review was to explore school-based music therapy practices through the lens of ITMT. This study also aimed to address the following two research questions: What does the literature reveal about the practices of school-based music therapy according to ITMT? What ITMT recommendations can be made from critically reviewing this literature?

Several notable trends were identified from critically reviewing the literature. Outcome thinking was present in most of the articles reviewed, followed by experience thinking, the second most common way of thinking utilized within school-based music therapy practices.

Context thinking was the least common way of thinking in school-based clinical practice. It is also important to note the need for reflexivity in school-based literature.

Students within the special education program can benefit from using ITMT as it helps address all areas of development and the human experience. Music therapists must use all available resources, philosophies, and models of music therapy to best meet their students' needs. It is equally as important for music therapists to practice reflexivity to help prevent personal philosophies or biases from impacting their clinical work. Further research should be conducted to contribute more literature on school-based music therapy and ITMT to help support this theory and provide validity and reliability to school-based music therapy.

Future research should also include the development of a more integral and standardized referral, assessment, treatment planning, and evaluation process for the benefit of the students served. Bruscia (2014) stated it best in his book: "seeing the options and alternatives inherent in every practice and concept and being able to move from one to the next are central to meeting the needs of the clients. No two clients are alike; no two populations are the same; and what works for one does not necessarily work with the other" (p. 254). There is no one size fits all approach to music therapy, nor should there be. It is vital to utilize all ways of thinking to effectively support the students served in school-based music therapy practices.

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APPENDIX A
EXCLUDED SOURCES TABLE

Excluded Sources Table

Year	Article Title	Author	Publication	Reasoning
1991	Case Studies in Music Therapy	Bruscia, K.	Book	Book
2005	An Analysis of Music Therapy Program Goals and Outcomes for Clients with Diagnoses on the Autism Spectrum	Kaplan, R. S., & Steele, A. L.	Journal Article	Does not Meet Inclusion Criteria
2006	The Pleasure of Being "Differently Able": Integration Through Music Therapy in Primary Schools	Esperson, P. P.	Journal Article	Does not Meet Inclusion Criteria
2006	Music Therapy in Special Education	Nordoff, P., & Robbins, C.	Book	Book

Excluded Sources Table (Continued)

Year	Article Title	Author	Publication	Reasoning
2008	Elementary-Aged Children's Aesthetic Experiences with Music	Paul, P. M.	Journal Article	Does not Meet Inclusion Criteria
2010	Effects of Auditory-Verbal Therapy for School-Aged Children with Hearing Loss: An Exploratory Study	Fairgray, E., Purdy, S. C., & Smart, J. L.	Journal Article	Does not Meet Inclusion Criteria
2011	The Effect of a Music Therapy Social Skills Training Program on Improving Social Competence in Children and Adolescents with Social Skills Deficits	Gooding, L. F.	Journal Article	Does not Meet Inclusion Criteria
2012	Music Therapy in Schools Working with Children of all Ages in Mainstream and Special Education	Tomlinson, J., Derrington, P., & Oldfield, A.	Book	Book
2014	Music Therapy in Schools	Soh, P.	Journal Article	Does not Meet Inclusion Criteria

Excluded Sources Table (Continued)

Year	Article Title	Author	Publication	Reasoning
2015	Theory-guided Therapeutic Function of Music to Facilitate Emotion Regulation Development in Preschool-Aged Children	Sena Moore, K., & Hanson-Abromeit, D.	Journal Article	Does not Meet Inclusion Criteria
2016	A Systematic Review of School-Based Social-Emotional Interventions for Refugee and War-Traumatized Youth	Sullivan, A. L., & Simonson, G. R.	Journal Article	Does not Meet Inclusion Criteria
2016	Evaluation of a School-Based Creative Arts Therapy Program for Adolescents from Refugee Backgrounds	Quinlan, R., Schweitzer, R. D., Khawaja, N., & Griffin, J.	Journal Article	Does not Meet Inclusion Criteria
2016	Music Therapist Collaboration with Teaching Assistants for Facilitating Verbal Development in Young Children with Special Needs	Tomlinson, J.	ProQuest	Dissertation
2017	Music Therapy in Schools: Working with Children of All Ages in Mainstream and Special Education	Aharoni, R.	Book Review	Does not Meet Inclusion Criteria

Excluded Sources Table (Continued)

Year	Article Title	Author	Publication	Reasoning
2017	"Being a Bully Isn't Very Cool...": Rap & Sing Music Therapy for Enhanced Emotional Self-Regulation in an Adolescent School Setting – a Randomized Controlled Trial	Uhlig, S., Jansen, E. L., & Scherder, E.	Journal Article	Does not Meet Inclusion Criteria
2018	Music Therapy in Public School Settings: Current Trends as Related to Service Provision Models	Gillespie, M. L.	ProQuest	Dissertation
2018	Perspectives of Inclusion in Music Therapy Practice: Implications for School-Based Music Therapists	Guerriero, A. M.	ProQuest	Dissertation
2020	The Impact of Music Making Outdoors on Primary School Aged Pupils (aged 7–10 years) in the Soundscape of Nature from the Perspective of Their Primary School Teachers	Adams, D., & Beauchamp, G.	Journal Article	Does not Meet Inclusion Criteria
2020	Emotional Training and Modification of Disruptive Behaviors through Computer-Game-Based Music Therapy in Secondary Education	Chao-Fernández, R., Gisbert-Caudeli, V., & Vázquez-Sánchez, R.	Journal Article	Doesn't Meet Inclusion Criteria

Excluded Sources Table (Continued)

Year	Article Title	Author	Publication	Reasoning
2020	Expressive Therapies for Kids: An Art, Music, Play and Drama Toolbox for School-Based Counseling	Palmiotto, K.	Book	Book
2020	Communicating Through Musical Play: Combining Speech and Language Therapy Practices with Those of Early Childhood Music Education – the SALTMusic Approach	Pitt, J.	Journal Article	Does not Meet Inclusion Criteria
2020	A Systematic Review of the Effectiveness of Art Therapy Delivered in School-Based Settings to Children Aged 5-12 Years	Moula, Z.	Journal Article	Does not Meet Inclusion Criteria
2021	Exploring a Music-based Intervention Entitled "Portrait Song" in School Music Therapy: Stella Lerner's Song-based Approach	Elkoshi, R.	Journal Article	Does not Meet Inclusion Criteria
2021	Building Community and Finding Identity: Queer Sounds, an Inclusive School Based Music Therapy Group	Hinojosa, K.	ProQuest	Dissertation