

THE EFFECT OF TRAINING AND EXPERIENCE ON THE  
INTEGRATION OF EXCEPTIONAL CHILDREN INTO  
REGULAR MUSIC EDUCATION CLASSES

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#### DEDICATION

To my parents, Herman and Jesse Sullivan, who  
have given me the desire to strive for excellence.

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## TABLE OF CONTENTS

DEDICATION. . . . .	iii
ACKNOWLEDGMENTS . . . . .	iv
LIST OF ILLUSTRATIONS . . . . .	vii
LIST OF TABLES. . . . .	viii
Chapter	
I. INTRODUCTION. . . . .	1
Need for the Study. . . . .	1
Purpose . . . . .	2
II. RELATED LITERATURE. . . . .	4
Mainstreaming in Special Education. . . . .	4
Background. . . . .	4
Court Decisions . . . . .	6
Legislation . . . . .	6
Approaches to Mainstreaming . . . . .	8
Need for Preparation. . . . .	11
Problems in Mainstreaming . . . . .	13
Mainstreaming in Music Education. . . . .	17
The Role of Music Therapy . . . . .	21
III. METHOD. . . . .	23
Statement of the Problem. . . . .	23
Subjects. . . . .	24
Procedure . . . . .	25
IV. RESULTS . . . . .	27
Evaluation. . . . .	27
Presentation of the Findings. . . . .	28
V. DISCUSSION. . . . .	33
VI. SUMMARY AND RECOMMENDATIONS . . . . .	39

## APPENDIX

A.	Survey Form . . . . .	42
B.	Summary of Multiple Linear Regression Analysis for Significant Components in an Analysis of Factors Related to Teachers Attitudes Toward Mainstreaming . . .	48
REFERENCES.	. . . . .	50

## LIST OF ILLUSTRATIONS

### Figure

1. Continuum of Services Provided for  
Exceptional Children. . . . . 9
2. Relationship of Attitude to Causes  
and Outcomes. . . . . 14
3. Conceptual Model of Factors Related  
to Regular Classroom Teachers' Attitudes  
Toward Mainstreaming Mildly Handicapped  
Children . . . . . 16

# LIST OF TABLES

## Table

1.	Means and Standard Deviations for Variables . . . . .	28
2.	Means and Standard Deviations for Sub-scores. . . . .	29
3.	Correlation Coefficients Between Variables and Sub-scores of the Rating Scale. . . . .	30
4.	Correlation Coefficients Between the Variable, Teaching Experience, and Sub-scores for Teaching Experi- ence, Group 1 (6 years or less) . . . . .	31
5.	Correlation Coefficients Between the Variable, Teaching Experience and Sub-scores for Related Courses, Group 2 (more than 6 hours) . . . . .	32

## CHAPTER I

### INTRODUCTION

#### Need for the Study

The integration of special education students into regular classrooms in the public school system has been an important issue in the field of education during the past decade. Advocates of such integration have grown in number year after year. The integration process, usually accomplished in accordance with an individualized assessment of each child's abilities and needs, is called mainstreaming. Many public school districts throughout the United States had successfully instituted and maintained programs of regular class placement of special education students prior to the passage of Public Law 94-142 on November 29, 1975. However, the full implementation of this law beginning with the 1977-78 school year was a giant step for most public school systems.

Regular classroom teachers, including specialized teachers in art, physical education, and music are now being faced with the task of integrating special education students, the mildly retarded, the physically handicapped, the emotionally disturbed, and the learning disabled, into their classrooms. In many instances, school districts have not

prepared teachers for these changes, and teachers have had to meet this challenging situation rather haphazardly, with whatever skills and creativity they happen to possess.

The music educator is one among several providers of "special services" who teaches a sizeable cross-section of the student body (Junior High and High School) or the total school population (Elementary). The overall student load, the limited amount of time the music educator can allow for each individual student, and the responsibility of maintaining high aesthetic standards expected by school personnel, parents, and the community are elements that combine with the integration of special education students to create a potentially volatile mixture.

While much information is currently available concerning music education for the special education student, only a small portion of this can be applied to techniques for successful integration of regular and special education students in the music education setting. To date there are few published studies regarding the problems of mainstreaming in music education. There is a need for information that will indicate problem areas and point to possible solutions.

### Purpose

It is the purpose of this study to explore the process of integrating exceptional students into regular

classroom settings often referred to as mainstreaming. It is the further intent of this study to define mainstreaming, to cite its origin, purpose and methodology. The study will investigate current legislation (Public Law 94-142) and its implications as related to the regular class placement of exceptional children in public schools, and potential problems that may ensue.

Specific attention will be focused upon the changing role of the music educator with regard to the music instruction of exceptional students with their normal peers. The study will explore areas in which the greatest number of problems occur in the integration of special education students into regular music education classes. The relationship of these problems to the educational needs of teachers will be indicated. The role of the music therapist as facilitator, consultant, and educator will be explored.

## CHAPTER II

### RELATED LITERATURE

#### Mainstreaming in Special Education

The term mainstreaming, as applied to special education, is defined as the temporal, instructional, and social integration of eligible exceptional children with normal peers. It is based on an ongoing, individually determined educational planning and programming process, requiring clarification of responsibility among regular and special education administrative, instructional, and supportive personnel (Kaufman, Gottlieb, Agard, & Kukic, 1975).

#### Background

The integration of special education students into regular classrooms has been an issue in special education for over twenty years.

The regular grade teacher, with some assistance, can make a substantial contribution to the education of the mentally handicapped child. . . . (Birch & Stevens, 1955)

This statement came during a time when self contained special classes (a class conducted by a certificated special education teacher in which special education students spend the majority of the school day) were the only continuing services

provided for the exceptional child in the public schools (Dexter, 1977).

Proponents of mainstreaming have increased in number from the 1950's until the present. G. Orville Johnson (1962) argued that the maintenance of self contained classes serving small numbers of special students has been impractical and economically unfair. Others (Gilhool, 1976; Dunn, 1968) claim that self contained programs for the mildly retarded have been "dumping grounds" for racial minorities and economically disadvantaged youngsters. In California, for example, as recently as 1972, the State Board of Education reported that whereas 6% of school age children were black, some 24% of the children in classes for educable mentally retarded (EMR) were black; and whereas 9% of school age children were Chicano, some 27% of the children in EMR classes were Chicano. Test instruments standardized to cultural sub-groups have not been devised (Gilhool, 1976).

Reaction to the process of "labeling" in special education has been another influence on the growth of mainstreaming. Many educators feel that the label assigned to a child because of an IQ score becomes a self fulfilling prophesy (Dunn, 1968; Dexter, 1977). If a child anticipates failure, he is more likely to fail.

### Court Decisions

Court decisions have given impetus to the mainstreaming movement. In a 1954 decision regarding racial integration (*Brown v. Board of Education of Topeka, Kansas*), the Supreme Court ruled that separate facilities are "inherently unequal." A U.S. District Court for the Eastern District of Pennsylvania applied the *Brown* decision to the education of handicapped individuals in 1971, ruling that placement in a regular class is preferable to placement in a special public school (*Kaufman et al.*, 1975). In a 1972 landmark decision (*Mills v. Board of Education of the District of Columbia*), the court ruled that every child, regardless of condition or handicap, has a constitutional right to public schooling (*Watson*, 1977).

### Legislation

Two recent legislative actions have significantly affected the education of exceptional children. The first of these came in 1974 when The Education of the Handicapped Act amended the 1969 Elementary and Secondary Education Act to assure a) full educational opportunities to all handicapped children, b) due process in any decision concerning special class placement, c) maximum services in the "least restrictive environment" when such services could not be

provided through regular classroom placement, and d) non-discriminatory testing and evaluation procedures.

The second and most recent act for the handicapped, The Education for All Handicapped Children Act of 1975 or Public Law 94-142, amends the Education of the Handicapped Act and was signed by President Ford on November 29, 1975. This act proposes to assure that all handicapped children have available to them a free and appropriate education designed to meet their specific educational needs. This specifically designed instruction must be provided at no cost to the parents. The cornerstone of the law is . . . the development of an individualized educational plan (IEP) for each handicapped child who is to be served through the monies obtained from the federal government. This plan is to be written with the consent and involvement of the handicapped child's parents or legal guardians. According to Section 4 (a) (4) (19) (A-E) of Public Law 94-142, each IEP must be written and must contain statements regarding the following information: 1) Child's present levels of educational performance; 2) Annual goals, including short term instructional objectives; 3) Specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs; 4) Projected dates for initiation and

duration of services; 5) Appropriate objective criteria and evaluation procedures and schedules for determining on at least an annual basis, whether the short term instructional objectives are being achieved. The program is to be evaluated annually and revised as necessary to benefit the education of the child (Dexter, 1977).

Education in the mainstream, or regular classroom placement, has been interpreted as the "least restrictive environment" for many mildly retarded, emotionally disturbed, learning disabled, and physically handicapped school children. It should be made clear, however, that the least restrictive environment provision requires that placement decisions be made on the basis of individual needs. Public Law 94-142 requires documentation in the IEP (individualized educational plan) of the extent to which the child can participate in the regular program (Hayes & Higgins, 1978).

#### Approaches to Mainstreaming

Approaches to mainstreaming vary according to different state and school district plans. Most plans provide a continuum of services similar to that shown in Figure 1 (Henson & Fairchild, 1977).

The continuum concept assures a range of options in designing an appropriate educational plan for each exceptional student. Support or "related" services may include

speech pathology and audiology, psychological services, physical and occupational therapy, various activity therapies (i.e. music, dance, art, recreation), medical and counseling services, and teachers of homebound students. These services may be provided by itinerant personnel who work with students in several schools. In addition, handicapped students have access to the variety of programs and services available to nonhandicapped students, including physical education, vocational education, art, and music.

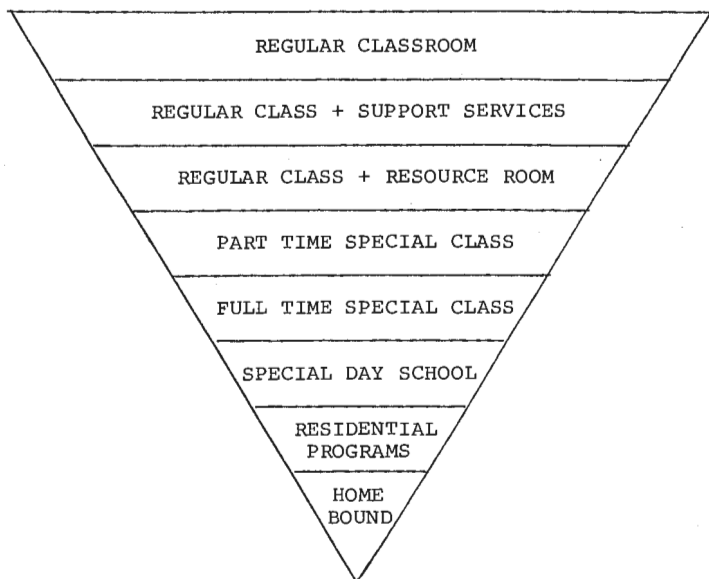


Fig. 1. Continuum of Services Provided for Exceptional Children.

Resource rooms service students with special learning needs who are able to function well in the regular classroom through the added services of the special education resource teacher.

Resource teachers provide direct learning experiences for the child, consulting with regular teachers in assessing individual strengths and deficiencies. The special education resource teacher and the regular teacher should work as a team in implementing and evaluating the plan they have developed jointly.

A resource center is sometimes the alternative to an isolated resource room. A resource center may include a group of specialists such as speech therapists, special education teachers, and school counselors, who serve all children in the school.

The term decentralization can have two meanings in systems that are mainstreaming special education students: 1) it refers to a reduction in the number of special education school or class clusters requiring transportation in favor of providing special education in the child's neighborhood school; 2) it can be the placing of responsibility, along with the budget, for special education directly in the hands of school principals.

Many school systems in beginning mainstreaming programs have chosen to do so gradually. Progressive inclusion

is a method of scheduling special education students into regular classes whenever a regular class teacher is capable of supplying instruction that is equal to or better than that in a special class. This plan allows some time for preparing regular teachers for mainstreaming through workshops and inservice training.

### Need for Preparation

Advocates of mainstreaming generally agree that some preparation for regular and special educators should precede mainstreaming (Dunn, 1968; Shotel et al., 1972; Birch, 1974; Martin, 1977; Dexter, 1977).

Information about special education students and services should precede all other activities if mainstreaming is to become an effective means of helping the mildly handicapped. Without informing and training regular education teachers about the limitations and assets of the mildly handicapped, special education may continue to see negative attitudes of regular teachers strengthen. (Shotel et al., 1972)

If the majority of handicapped children--the mildly and moderately retarded, the children with language and learning problems, the children with orthopedic difficulties, are to be spending most or much of their time in regular classrooms, there must be massive efforts to work with their regular teachers, not just to instruct them in the pedagogy of special education, but to share in the feelings, to understand their fears, to provide them with assistance and materials, and in short, to assure their success. (Martin, 1977)

Most preservice education of regular class teachers does not include adequate techniques for working with the

educationally borderline child (Major, 1961; Yates, 1973). In most mainstreaming programs proposed to date, the education or re-education of the regular classroom teacher is given central importance (Mandell & Strain, 1978). An example is the mainstreaming program implemented in Plano, Texas (Birch, 1974) which includes the instruction of regular teachers by local district personnel. Upon completion of the program, the regular teachers earned 12 hours of university credit.

In late 1977, an investigative study by the 10-member NEA Study Panel on Education of Handicapped Children revealed an urgent need for more effective classroom-related inservice and preservice education to prepare all teachers, both "special" and "regular" to work in closer harmony and to be more responsive to the differing educational and emotional needs imposed by different disabilities (Massie, 1978).

Since mainstreaming implies to some the dissolving of self contained special classes, special educators must assume new roles in the instruction of exceptional children. Birch (1974) described the special educator's duties as being a) consultation with regular class teachers, b) supplying instructional materials, and c) being a part of a team-teaching unit. For many special educators, the roles of consultant and inservice trainer will demand the learning of new competencies.

In anticipation of the need for re-education of teaching personnel, Public Law 94-142 requires that inservice training be provided to both regular and special educators (Public Law 94-142, Final Regulations, Sec. 121a. 380, 1977). Teachers should have input into the planning of inservice activities so that they will be relevant to teacher needs (Hayes & Higgins, 1978).

#### Problems in Mainstreaming

It is the concern of many educators that in the "mad dash" to mainstream children based on our hopes of better things for them, a full recognition of the potential barriers may be overlooked. . . . Imagine what the emotional experience would be like for handicapped children if they and their teachers were left to sink or swim by one sudden impulsive administrative judgment. (Martin, 1976)

Many experts feel, and studies indicate, that a primary obstacle to be overcome is that of attitude. Warnock (1976) found that the greatest perceived administrative problem in mainstreaming exceptional children involved nonaccepting attitudes on the part of teachers and students. A study by Shotel, Iano, and McGettigan (1972) revealed that teachers initially expressed greater optimism concerning the integration of educable mentally retarded students into regular classes than at the conclusion of the study. These results suggest that other factors may intervene to have an effect on attitude.

It is generally accepted that teacher attitudes can substantially effect classroom performance and teaching results. We can give skills and competencies, but our attitudes effect the delivery of them (Martin, 1976). Research indicates that teachers generally underestimate the abilities of handicapped children (Fine, 1967), that they consider special class placement more appropriate for handicapped children (Barngrover, 1971), and that diagnostic labels contribute to teachers' negative stereotyping of children (Foster, Ysseldyke, & Reese, 1975).

Figure 2 illustrates the relationship of attitude to causes and outcomes. Attitude lies in the middle, being influenced by contributing factors and in turn determining results.

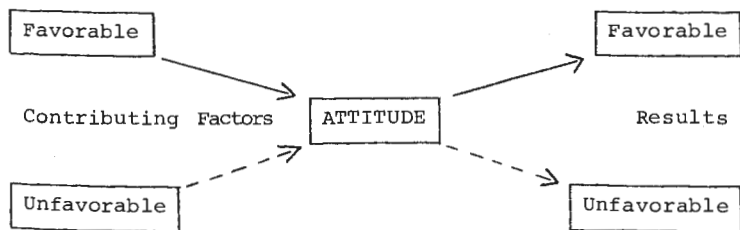


Fig. 2. Relationship of Attitude to Causes and Outcomes

Mandell and Strain, in an attempt to analyze the attitudes of regular classroom teachers toward mainstreaming mildly handicapped children, developed a model illustrating the relationship of contributing factors to teacher attitudes (see Figure 3). Results of their study (Appendix B) indicate that the following variables were predictors ( $p = .05$ ) of a positive attitude toward mainstreaming: team teaching, years of teaching experience, course in diagnosing behavior problems, resource teacher available, previous special education teaching experience, number of courses taken in special education, number of students (25-27), and inservice training experience.

In inverse correlation between years of teaching experience and a positive attitude toward mainstreaming suggests that recent graduates of educational institutions are better suited for mainstreaming programs. The variables, participation in team teaching, availability of a resource teacher, and class size are directly related to the amount of free time a regular teacher has during the school day which might be used for individualized planning. The significance of a course on diagnosing behavior problems suggests that once a teacher understands a student's behavioral deficits, she is more willing to include him/her in the regular classroom. The other significant components in this

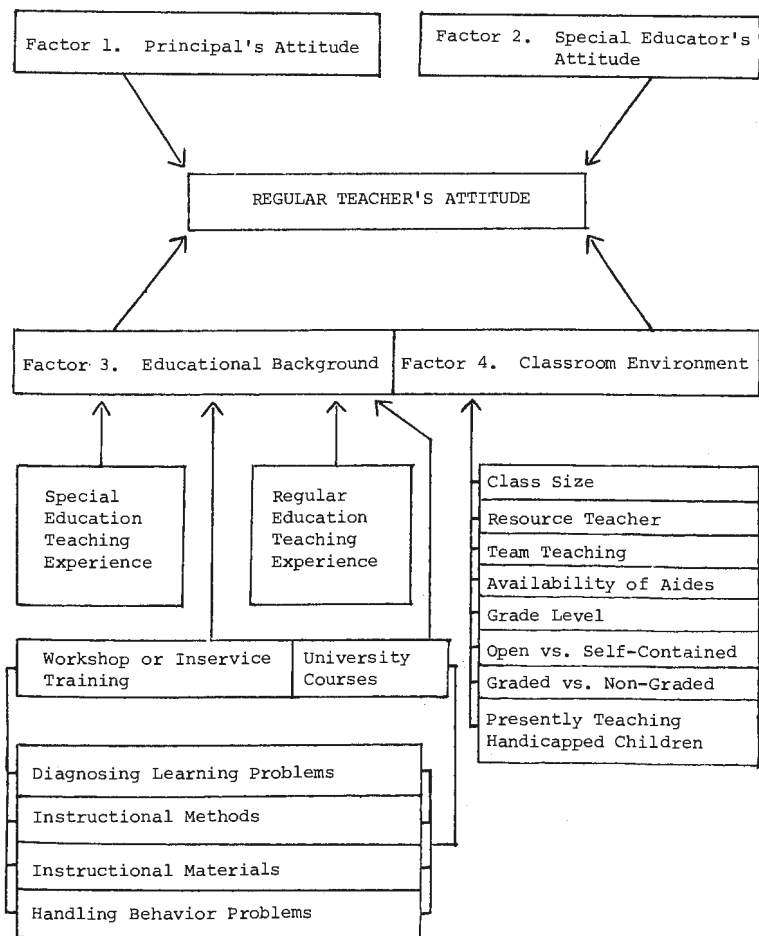


Fig. 3. Conceptual Model of Factors Related to Regular Classroom Teachers' Attitudes Toward Mainstreaming Mildly Handicapped Children (Mandell & Strain, 1978).

factor: previous special education teaching experience, number of university courses on exceptional children, and participation in inservice programs confirm findings of Glass and Meckler (1972) and Yates (1973). In each of these studies, increased exposure to handicapped children resulted in an increase in positive attitudes towards this group.

A 1977 study by the NEA Study Panel on Education of Handicapped Children revealed that the most severe problems facing teachers in the implementation of Public Law 94-142 were overcrowded classrooms; rigid, overloaded teaching schedules; inadequate facilities; and inadequate preservice and inservice education programs (Massie, 1978). These factors give support to the significant variables found by Mendall and Strain (1978).

#### Mainstreaming in Music Education

Authorities disagree as to the effectiveness of music education as a medium for integration of exceptional children into the total school community. Gilbert (1977) gives the following rationale for the use of music in implementing mainstreaming programs: 1) There is flexibility inherent in music; 2) Opportunities for participation can be provided on a concrete as well as abstract level; 3) A variety of physical, psychological and intellectual response levels encourages participation by children with varying

degrees of ability in all areas of responses; and 4) Music can be a powerful agent in facilitating social as well as physical integration between normal and exceptional children.

On the other hand, Nocera states that "a child who lacks the ability to conceptualize, abstract and symbolize will be every bit as frustrated in a regular general music class as he would be in a regular grade" (Nocera, 1975).

In music, do not give him (the exceptional child) a separate program--if possible, bring him into the musical experiences of normal children, where the exceptional child can cease to be exceptional.  
(Cruickshank, 1952)

At the time this statement was written, Cruickshank referred to the integration of physically handicapped children. He continued in the same article to state that instruction of retarded children in self contained classes was necessary. Most of the material available on music education for the handicapped has supported the teaching of functional skills through music, a music therapy approach (Graham, 1975; Zinar, 1978). In mainstreaming, however, the music educator must deal with the needs of both normal and handicapped individuals in the same classroom, at the same class period, using similar objectives.

The music educator's role with the handicapped, then, should not be essentially different from his role with normal children. . . . Handicapped individuals have as much right to learn aesthetic responsiveness as anyone else, and music educators should be aware

of their obligation to develop the music potential of these individuals. (Forsythe & Jellison, 1977)

It is easy to see however that if a music educator accepts the responsibility for the instruction of handicapped children seriously, he/she will need to individualize teaching methods for them. There is much literature available on adaptive techniques for teaching music to the handicapped. One example of this is a recent study of a successive approximation procedure for learning music symbol names (Eisenstein, 1976). The results of this study indicated that successive approximation procedures paired with verbal approval and feedback reinforcement were effective in increasing academic verbal musical behaviors.

Preparation of the music educator for mainstreaming is essential to the success of mainstreamed music programs. Nocera (1975) speaks very clearly to this issue, advocating that preparation for educating the handicapped in music should include: 1) familiarity with various handicaps and their characteristic problems; 2) exposure to methods and materials used especially with the handicapped; 3) functional knowledge of the principles of speech correction; and 4) some study in the behavioral sciences, psychology, sociology, and anthropology.

Undergraduate music education majors tend to be more idealistic, somewhat removed from the harsh realities of daily existence in the off campus world. . . . Most

beginning teachers are not prepared to accept routine discipline problems of public schools, let alone cope with them. (Andrews, 1967)

The reactions of undergraduate music education and music therapy majors to atypical students engaged in music behaviors were compared in a needs-assessment study (Stuart & Gilbert, 1977). Music education majors' responses indicated that they were a) less comfortable in interacting, b) less willing to work professionally, and c) had less confidence in working professionally with the individuals portrayed than either music therapy or dual majors.

As the behavioral category moved from normal to extremely deviant, the educators' response became more divergent, indicating that preservice teachers are not sufficiently prepared for the behavioral and psychological impact of mainstreaming programs. (Stuart & Gilbert, 1977)

Procedures for IEP development vary greatly between states and local school districts. In many school systems, music educators are called upon to participate in writing IEPs for exceptional students in their classes. Certainly music educators should have the right to participate when it is deemed appropriate, and access to information pertaining to student needs. Music educators along with regular classroom teachers and special educators are entitled to inservice training to prepare themselves for IEP participation (Hayes & Higgins, 1978).

### The Role of Music Therapy

An important element in any mainstreaming plan should be the role of consulting teacher. The consulting teacher works closely with the regular teacher in the classroom, observing students and assisting in the development of individual programs. The professional most qualified to fill this role for music educators is the music therapist. Music therapists have become consultants, resource persons, and in some cases, visiting specialists (Michel, 1972, 1976). Working one to one or with groups of teachers, the music therapist assists music educators with methods and materials for exceptional students, planning individualized instruction, setting up behavioral programs, and working with small groups of students who may eventually move into the general music class.

The Directive Teaching Program at Cleveland Music School Settlement in Cleveland, Ohio, is an example of one such program. A music therapist from the faculty of the Settlement music therapy program was assigned as Directive Teaching Consultant for Rainey Institute, an extension center of the Settlement. The consultant held regularly scheduled meetings with each member of the Rainey Faculty and assisted in designing alternative teaching strategies for students whose behavioral problems were not responsive

to the usual techniques of discipline. Some students were referred to a regular music therapy group and worked directly with the music therapist until they improved to the degree that they could be rescheduled into the regular program. The results of this Directive Teaching Program were the improvement in morale of the teachers, and the awareness of methods in behavioral control (Steele, 1976).

Music therapy and music education goals are different. Music therapy, like special education, is more individualized and directed at developing non-musical behaviors. Music education is the teaching of music skills and behaviors. In therapy, music is the means, in music education, music is the end result (Michel, 1972).

When music educators and music therapists work together, it is important that the role of each be clearly defined. The music educator working towards aesthetic expression and appreciation, and the music therapist using music to teach academic and other adaptive skills (even music itself), can work cooperatively, each using his/her specialized training for the benefit of the child.

## CHAPTER III

### METHOD

#### Statement of the Problem

Null Hypothesis--The results of a survey assessing problems of integrating exceptional students into regular music education classes will indicate no significant differences ( $p = .05$ ) in survey scores between groups of music educators who 1) have had more than 6 university credit hours in behavioral science courses, and 2) have had 6 or less university credit hours in behavioral science courses.

Hypothesis I--The results of a survey assessing problems of integrating exceptional students into regular music education classes will indicate significant differences ( $p = .05$ ) in survey scores between groups of music educators who 1) have had more than 6 university credit hours in behavioral science courses, and 2) have had 6 or less university credit hours in behavioral science courses.

Null Hypothesis--The results of a survey assessing problems of integrating exceptional students into regular music education classes will indicate no significant differences ( $p = .05$ ) in survey scores between groups of music educators who 1) have had previous experience teaching

special education students, and 2) those who have had no previous experience in teaching special education students.

Hypothesis II--The results of a survey assessing problems of integrating exceptional students into regular music education classes will indicate significant differences ( $p = .05$ ) in survey scores between groups of music educators who 1) have had previous experience teaching special education students, and 2) those who have had no previous experience in teaching special education students.

Null Hypothesis--The results of a survey assessing problems of integrating exceptional students into regular music education classes will indicate no significant differences ( $p = .05$ ) between groups of music educators who 1) have had 7 or more years experience in teaching, and 2) have had 6 or less years experience in teaching.

Hypothesis III--The results of a survey assessing problems of integrating exceptional students into regular music education classes will indicate significant differences ( $p = .05$ ) between groups of music educators who 1) have had 7 or more years experience in teaching, and 2) have had 6 or less years experience in teaching.

### Subjects

The subjects for this study were 30 music educators who teach in the public schools of Birmingham, Alabama. The

educators represented two school districts that had been selected for the study, the Birmingham Board of Education, Birmingham, Alabama, and the Jefferson County Board of Education, Birmingham, Alabama.

The 30 subjects were respondents to a survey assessment of classroom problems related to the integration of exceptional students into regular music education classes. Of the 30 subjects, 28 were female, 2 were male. Their ages ranged from 22-57 years, with a mean age of 36. Nineteen of the teachers had earned Bachelor's degrees in music education, and 11 had attained the Master's level. One of the respondents reported having a Master of Arts in special education. Two of the teachers listed previous experience teaching special education students other than the experience in their present position.

### Procedure

The survey instrument was a questionnaire consisting of two primary sections (see Appendix A). The first part was a self assessment rating scale. Thirty-five statements pertaining to conditions that exist in music education classrooms were divided into 6 sub-sections: 1) Communications; 2) Problem behaviors; 3) Music materials; 4) Planning; 5) Physical handicaps; and 6) Attitude. Items could be answered by circling letters representing a 6 point

continuum: 1 (N) = Never; 2 (AN) = Almost never; 3 (SL) = Slightly less than half of the time; 4 (SM) = Slightly more than half of the time; 5 (AA) = Almost always; and 6 (A) = Always.

The second portion of the survey contained questions concerning educational background, teaching experiences with special education students, class size, amount of time spent in planning, consultations with other professionals (i.e., special education teacher, music education consultant, music therapist) and availability of music materials suitable for special education students.

The survey was distributed to 50 music educators, 27 from the Birmingham Board of Education, and 23 from the Jefferson County School System.

## CHAPTER IV

### RESULTS

#### Evaluation

In order to assess the relationship of specific variables to problems indicated on the self assessment rating scale, correlation coefficients were computed between each of 3 variables:

- 1) university credit hours in related subject areas;
- 2) years experience teaching exceptional children;
- 3) total years teaching experience;

and each of the 6 sub-scores on the self assessment rating scale. Correlation coefficients were then computed for subjects grouped as follows:

- 1) For the variable, university credit hours in related subject areas: subjects in Group 1 (N = 21) had 6 or less credit hours in related subject areas, and subjects in Group 2 (N = 9) had 7 or more credit hours in related subject areas;
- 2) For the variable, experience teaching exceptional children: Group 1 subjects (N = 15) had no experience teaching exceptional children, and

Group 2 subjects (N = 15) had some previous experience teaching exceptional children;

- 3) For the variable, years of teaching experience: subjects in Group 1 (N = 14) had 6 years or less teaching experience, and subjects in Group 2 (N = 16) had 7 or more years teaching experience.

The University of Alabama in Birmingham Computer Program, SAS Kendall Tau was the statistical analysis measure used to test significance.

#### Presentation of Findings

The means and standard deviations for the variables, credit hours in related subject areas, experience teaching exceptional children, and years teaching experience are presented in Table 1.

Table 1

#### Means and Standard Deviations for Variables

Variable	Mean	Standard Deviation
University Credit Hours in Related Subject Areas	10.63	9.29
Years Experience With Special Education	1.06	1.48
Years Experience Teaching	10.00	10.01

The means and standard deviations for the 6 sub-scores of the self assessment rating scale are given in Table 2.

Table 2  
Means and Standard Deviations for Sub-scores

Sub-score*	Mean	Standard Deviation
Planning	1.92	1.25
Physical Handicaps	3.38	1.01
Problem Behavior	3.59	1.09
Attitude	3.73	1.31
Music Materials	3.85	0.57
Communication	4.35	0.64

\*Ranked by severity of problem indicated by mean score  
N = 30

The mean scores for the 6 parts of the rating scale ranged from 1.92 for the Planning section to 4.35 for the Communication section. The standard deviations of the sub-scores range from 0.57 on Music Materials to 1.31 on Attitude.

The results of correlation coefficients between the 3 variables tested and the sub-scores of the self assessment rating scale are presented in Table 3.

Table 3

Correlation Coefficients Between Variables  
and Sub-scores of the Rating Scale

Sub-score		Credit Hrs. in Related Areas	Special Ed. Experience	Teaching Experience
Communication	r	-0.188	-0.125	-0.053
	p	0.53	0.51	0.77
Problem Behaviors	r	0.014	0.188	0.083
	p	0.94	0.31	0.66
Music Materials	r	-0.262	-0.084	-0.015
	p	0.16	0.65	0.93
Planning	r	0.282	0.299	0.254
	p	0.13	0.10	0.17
Physidal Handicaps	r	-0.020	0.095	0.059
	p	0.91	0.61	0.75
Attitude	r	-0.179	-0.270	0.012
	p	0.34	0.14	0.94

N = 30

The results of SAS Kendall Tau indicate that for the total group (N = 30), none of the correlations were significant at the .05 level (see Table 3).

Correlation coefficients between the teaching experience variable, and the 6 sub-scores for Teaching Experience, Group 1 (6 years or less) are presented in Table 4.

Table 4

Correlation Coefficients Between the Variable,  
Teaching Experience, and Sub-scores for  
Teaching Experience, Group 1  
(6 years or less)

Sub-score	r	p
Communication	-0.55	*0.01
Problem Behavior	0.66	*0.002
Music Materials	0.56	*0.009
Planning	0.25	0.26
Physical Handicaps	0.19	0.36
Attitude	0.49	*0.03

\*Significance  $< .05$

N = 14

For Teaching Experience, Group 2 (more than 6 years), correlation coefficients between the variable, teaching experience, and the 6 sub-scores failed to indicate significance.

Correlation coefficients between the variable, teaching experience and the 6 sub-scores for Related Courses, Group 2 (more than 6 hours) are presented in Table 5.

For correlation coefficients between the variable, teaching experience, and sub-scores for Related Courses, Group 1, no significance was indicated.

Table 5

Correlation Coefficients Between the Variable,  
Teaching Experience and Sub-scores for  
Related Courses, Group 2  
(more than 6 hours)

Sub-score	r	p
Communication	-0.46	0.09
Problem Behavior	0.30	0.24
Music Materials	-0.40	0.14
Planning	0.55	*0.04
Physical Handicaps	0.14	0.59
Attitude	-0.60	*0.03

\*Significance  $< .05$

N = 9

## CHAPTER V

### DISCUSSION

The purpose of this study was to investigate the relationship of specific variables to problems that occur in the integration of exceptional children into regular music education classes. The investigator wished to find if significant correlations existed between the degree to which specific problems exist in mainstreaming exceptional children into music education classrooms and the following variables:

- 1) the number of university credit hours a music educator has taken in courses related to music therapy;
- 2) a music educator's previous experience in teaching exceptional children;
- 3) the music educator's total years teaching experience.

The results of Kendall Tau test for significance of correlation coefficients indicate that for the total experimental group ( $N = 30$ ), none of the variables tested are significantly correlated ( $p = .05$ ) with sub-scores on the self assessment rating scale. Therefore, the alternate hypotheses must be rejected, and the null hypotheses accepted.

Although there is no significance indicated for the total experimental group, the results of correlation coefficients on sub-groups for each variable indicate some areas that are significant. When subjects were grouped according to teaching experience, those who had 6 years or less teaching experience were found to:

- 1) have greater problems in the area of communication;
- 2) have more behavior problems;
- 3) be more effective in the use and adaptation of music materials;
- 4) have a more accepting attitude towards mainstreaming exceptional students into regular music classes. (See Table 4)

The correlations that occur in this sub-group (6 years or less experience teaching) suggest that teachers with fewer years experience have less competence in communicating with exceptional students and dealing with problem behaviors. Teachers with fewer years experience however, tend to have a more positive attitude toward mainstreaming exceptional children. This correlation agrees with the findings of Mandell and Strain (1978). Responses to the questionnaire indicate that of the total group of 30 respondents, 68% favor teaching exceptional students in self-contained groups. Of those who favor self-contained classes for exceptional

children, 75% have more than 6 years teaching experience. It might be said that even though significance is not indicated between greater years of experience and a negative attitude toward mainstreaming, that teachers in the experimental group may prefer teaching exceptional children in self contained groups.

Less experienced teachers also indicate: 1) more willingness to adapt regular music materials to meet the needs of exceptional students, and 2) greater use of materials developed especially for exceptional students. An application of the "relationship of attitude to cause and outcome" theory (see Figure 2) to this information may lead to an assumption that a positive attitude towards mainstreaming may cause a teacher to be more effective in adapting music materials and individualizing them to meet the needs of a particular child.

When subjects were grouped according to the number of university credit hours in courses related to music therapy, the correlation coefficients for Group 2 (more than 6 hours) ( $N = 9$ ), indicate significant factors. Correlation coefficients between teaching experience and sub-scores for Related Courses, Group 2 (more than 6 credit hours), indicated that planning and attitude were significant factors (see Table 5). A positive correlation ( $p = .04$ ) for the

planning factor demonstrates that a greater number of university credit hours coupled with more years experience teaching causes music educators to believe that they may do a more adequate job in planning for individualized needs. The negative correlation ( $p = .03$ ) for attitude suggests that this group feels that music classes for special education students should be self contained rather than mainstreamed. There may be agreement between these correlations because the self contained music class for special education students is more conducive to planning and implementing individualized music instruction.

A ranking of problem areas according to mean scores for the total experimental group ( $N = 30$ ) revealed that planning, with a mean score of 1.92, is the area in which the music educators rated themselves as most deficient (see Table 2). Mean scores for physical handicaps, problem behavior, attitude, and music materials (listed in order of severity of problem) ranged from 3.38 for physical handicaps to 3.85 for music materials. All of these scores are close to the mid-point of the rating scale, indicating that these factors may be problem areas about 50% of the time. Communication received the highest mean score (4.35) indicating that the music educators believe that they are more competent in that area than in the other areas on the rating scale.

Of the music educators responding to the survey, 96% indicated that they were not involved in writing goals for IEPs of exceptional students, nor did they consult the IEP for information in planning for exceptional children. Most of the music educators (84%) indicated that class size and the total number of classes taught daily did not allow enough time for individualization of instruction to meet the needs of special education students.

Information obtained from comments written by the music educators indicated a felt need for the assistance of resource personnel in the mainstreaming of exceptional students in their classrooms. Most of the teachers indicated that this help was not available to them. Four respondents reported that consultation with a music therapist regarding their problems with exceptional students had been helpful to them in finding solutions.

There are several factors that have greatly influenced the results of this study. The first is the size of the experimental group. The sample was relatively small, consisting of 30 subjects. Thus any large variation from the norm indicated by a subject would effect the total outcome of the study. Standard deviations for the variables, credit hours (9.29) and total teaching experience (10.01)

indicated a wide range of response to those items on the questionnaire.

Due to inconsistencies in answers to certain items, the validity of several questionnaires is in doubt. In testing for several variables simultaneously, there was overlap between factors, making the isolation of cause-effect difficult to identify.

The results of this study suggest that there is a need for further investigation of the problems in mainstreaming exceptional children into regular music classes. This research is needed so that more adequate preservice and inservice training programs can be developed to meet the needs of music educators who are teaching exceptional children. Perhaps future investigations should be directed toward testing a single variable. A larger sample would result in a greater degree of reliability and validity.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

The integration of exceptional children into regular music education classrooms is an important issue presently confronting music educators. Public Law 94-142 has mandated this integration when it is appropriate in meeting the needs of the exceptional child. The need for this study is related to the problems that music educators face in working with multi-level groups, individualizing instruction, and handling problem behaviors. A review of related literature indicates that the background of mainstreaming lies in legislation and court decisions beginning in the 1950s. States and local school districts have varied interpretations as to the implementation of mainstreaming and Public Law 94-142. There is a definite need to prepare teachers who are expected to integrate exceptional students into their classrooms.

Problems in mainstreaming are similar to those that have plagued educators for many years: overcrowded classrooms, lack of time for planning, and inadequate preservice and inservice education programs. All of these factors either positively or negatively influence another component--attitude.

The music educator's role in the mainstreaming of exceptional children is to integrate these students into regular music classes, to provide for their music learning, and to channel their need for aesthetic expression.

This study has attempted to indicate relationship between the variables of training and experience, and specific problems (i.e., communication, problem behavior, music materials, planning, physical handicaps, and attitude) that might exist in a music education classroom where exceptional students are mainstreamed. Subjects for this study were 30 music educators who are employed by the Birmingham and the Jefferson County Boards of Education, Birmingham, Alabama. The method used was a questionnaire consisting of a 35 item self assessment rating scale, and questions pertaining to the variables of training and experience. The resulting data were analyzed by computing correlation coefficients between 3 variables (university credit hours in related subject areas, experience teaching exceptional children, and total years teaching experience) and sub-scores representing 6 problem areas (i.e., communication, problem behavior, music materials, planning, physical handicaps, and attitude). The analysis indicated that for the total experimental group, none of the variables were significantly correlated ( $p = .05$ ) with sub-scores on the self assessment rating scale.

As there was no significance indicated, the hypotheses had to be rejected. However, there is significance indicated in correlation coefficients between sub-group scores as related to the variables, teaching experience and credit hours in related courses. For this reason, it is suggested that further studies are needed. The size of the sample and the wide variance in response were possible confounding variables in this study, therefore it is recommended that future studies should investigate a greater number of subjects and should confine explorations to a single variable.

Music is seen by many as an ideal medium for integrating exceptional children because of the adaptive nature of music activity. Music educators need adequate preparation and the assistance of resource personnel as do regular classroom teachers. Music therapy can function to meet both of these needs. In addition to assisting music educators, the music therapist can work with special educators and regular classroom teachers. Because the music therapist uses music as a tool to aid learning in many areas, he/she is able to use musical learning experiences in the classroom to promote the acquisition of academic skills, motor development, and social behavior. The role of the music therapist in the public schools has great possibilities for expansion. Music therapy can relate to music education, the regular classroom and special education in cooperative and productive ways.

APPENDIX A

SURVEY FORM

# THE EXCEPTIONAL CHILD IN MUSIC EDUCATION

## A CLASSROOM ASSESSMENT

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_  
(Optional) (Optional)

Age \_\_\_\_\_ Sex: M F Years of teaching experience \_\_\_\_\_

The following statements specify conditions that may or may not exist in a music education program into which special education students are integrated. Rate these conditions according to those that are present in your classroom by the following numerical scale: 1 (N) = Never; 2 (AN) = Almost never; 3 (SL) = Slightly less than half of the time; 4 (SM) = Slightly more than half of the time; 5 (AA) = Almost always; and 6 (A) = Always. If the statement is not applicable in your situation, circle NA.

### I. COMMUNICATION

The verbal responses of special education students are easily understood. . . . .NA N AN SL SM AA A

When I do not understand, I stop until I find out what the student is saying . . . . .NA N AN SL SM AA A

Special education students understand the vocabulary I use with regular students. . . .NA N AN SL SM AA A

Special education students follow my directions. . . . .NA N AN SL SM AA A

Special education students respond to my normal rate of speech . . . . .NA A AN SL SM AA A

### II. PROBLEM BEHAVIORS

Special education students and regular students have problems working cooperatively in class . . . . .NA A AN SL SM AA A

Special education students have problems remaining on task for the entire music period. . . . .NA A AN SL SM AA A

Music lessons are interrupted by the disruptive behavior of special education students. . . . .NA N AN SL SM AA A

Special education students do not participate readily in all activities. . . . .NA N AN SL SM AA A

### III. MUSIC MATERIALS

Materials presented to students are appropriate for their reading level. . . . .NA N AN SL SM AA A

I adapt materials that are too difficult for special education students to read or understand . . . . .NA N AN SL SM AA A

Students are able to learn songs they cannot read by rote . . . . .NA N AN SL SM AA A

Special education students are able to comprehend all subject matter discussed in class. . . . .NA N AN SL SM AA A

Recordings of songs in the graded music series are acceptable for the instruction of special education students.

- A. Tempo. . . . .NA N AN SL SM AA A
- B. Range. . . . .NA N AN SL SM AA A

Special education students are able to complete assignments when they are due.

- A. Oral . . . . .NA N AN SL SM AA A
- B. Written. . . . .NA N AN SL SM AA A

Special education students have no problem with tests given in my classroom. . . . .NA N AN SL SM AA A

I adapt music tests to each student's ability . . . . .NA N AN SL SM AA A

### IV. PLANNING

I am consulted regarding the placement of special education students in music classes . . . . .NA N AN SL SM AA A

I participate in writing music goals and objectives for each special education student's IEP . . . . .NA N AN SL SM AA A

I utilize information from the student's IEP in planning for that student. . . . .NA N AN SL SM AA A

Class sizes are sufficiently small, giving me enough time to individualize instruction to meet the needs of special education students. . . . .NA N AN SL SM AA A

#### V. PHYSICAL HANDICAPS

Physical handicaps and motor coordination problems prohibit some special education students from playing:

A. Rhythm instruments . . . . .	NA	N	AN	SL	SM	AA	A
B. Autoharp . . . . .	NA	N	AN	SL	SM	AA	A
C. Barred instruments . . . . .	NA	N	AN	SL	SM	AA	A
D. Recorder . . . . .	NA	N	AN	SL	SM	AA	A
E. Other _____ (specify)	NA	N	AN	SL	SM	AA	A

Students who must use crutches/wheelchairs cannot participate in movement activities because of their handicap . . . . .NA N AN SL SM AA A

Movement activities are structured to provide for the participation of physically handicapped students whenever possible. . . .NA N AN SL SM AA A

Deaf/hearing impaired students are able to grasp lesson materials and concepts as they are being taught in my classroom . . . .NA N AN SL SM AA A

The amount of space in my classroom is adequate for integrating physically handicapped students with regular students . . . .NA N AN SL SM AA A

#### VI. ATTITUDE

I feel that all special education students should be mainstreamed into regular music classes . . . . .NA N AN SL SM AA A

I feel that only mildly handicapped students should be included in regular music classes . . . . .NA N AN SL SM AA A

Music classes for all special students should be self-contained. . . . .NA N AN SL SM AA A

As a music educator, I should not be required to teach special education students. . . . .NA N AN SL SM AA A

# VII. COMMENTS

Please add any problem areas you have encountered that are not mentioned in this survey.

Highest earned degree: BA/BS MA/MS Ph.D./Ed.D.

List all courses/workshops you have had in behavioral sciences, special education, or music therapy:

Course/Workshop	Credit Hours Earned
_____	_____
_____	_____
_____	_____

List any previous experiences you have had in teaching exceptional children:

\_\_\_\_\_

Number of special education classes at your school:

\_\_\_EMR \_\_\_TMR \_\_\_LD \_\_\_EC \_\_\_Gifted \_\_\_Phy. Hand.

Special education classes at my school are: \_\_\_Mainstreamed;  
\_\_\_Self contained

Music classes with special education students are: \_\_\_Mainstreamed;  
\_\_\_Self-contained; \_\_\_Not taught

For music classes that are mainstreamed, list the approximate number of special education students and regular students: (The examples indicates that in grade 3, section a, there are 4 special students and 22 regular students.)

	Example
Grade	3 (a)
Special Students	4
Regular Students	22

Number of all classes you teach daily: \_\_\_\_\_

Amount of time you spend weekly in planning for special education students: 0-15 minutes; 15-30 minutes; 30 minutes-1 hour; 1-1 1/2 hours; 1 1/2-2 hours; 2-3 hours

Special education students at my school are mainstreamed into music activities according to: \_\_\_\_\_ Grade level; \_\_\_\_\_ Mental ability; \_\_\_\_\_ Music ability

I consult with these persons concerning the special education students in my classes: (Give the approximate number of consultations per period of time.)

	Weekly	Every 6 Weeks	Every Semester	Yearly
Principal				
Guidance				
Counselor				
Special Ed. Teacher				
Music Ed. Consultant				
Music Therapist				

Music materials for special education students are:

\_\_\_\_\_ Available at my school; \_\_\_\_\_ Available at other source; \_\_\_\_\_ Available at an area resource center; \_\_\_\_\_ Not available

These materials are used in my music program: \_\_\_\_\_ Yes; \_\_\_\_\_ No

Comments:

APPENDIX B

SUMMARY OF MULTIPLE LINEAR REGRESSION ANALYSIS  
FOR SIGNIFICANT COMPONENTS IN AN ANALYSIS  
OF FACTORS RELATED TO TEACHERS ATTITUDES  
TOWARD MAINSTREAMING

SUMMARY OF MULTIPLE LINEAR REGRESSION ANALYSIS FOR  
EACH COMPONENT IN THE PREDICTION EQUATION

Independent Variable	Multiple R	Simple R	F Value	Probability Level
Team teaching	.260	.260	5.54664	.0199
Years of teaching experiences	.337	-.188	4.79906	.0109
Course in diagnosing behavior problems	.391	.174	4.46115	.0064
Resource teacher available	.416	.225	3.82311	.0073
Previous special education experiences	.437	.189	3.39099	.0085
Number of courses in special education	.456	.037	3.10372	.0095
Number of students (25-27)	.474	.049	2.90807	.0100
Inservice program experience	.487	.138	2.68308	.0126
*Principal's attitude	.499	-.045	2.50808	.0152
*Special education teacher's attitude	.506	.075	2.30875	.0210
*Course in behavior problems	.512	.090	2.13604	.0287
*More than 33 students	.518	.051	1.98257	.0402

\*Although these variables were significant at the .05 level, they were not considered significant predictors because their standard error terms increased in value. Thus their inclusion would increase the standard error in the prediction equation (Mandell & Strain, 1978).

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