

Can Music be used in the Senior Years of the Primary School as a
Positive Learning Experience to Support Children with identified
Educational and Behavioural needs?

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Abstract

The aim of this paper is to investigate if music can be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs.

The reason for carrying out this research is based on daily observations and interactions with targeted children who have difficulties and require on-going help in order to reach their full potential.

A case study approach was used as a general methodology with emphasis placed on three children with Attention Deficit Hyperactivity Disorder in the senior years of the primary school. Data was analysed using a qualitative, multi method, thematic approach.

Interviews were carried out with the three children, the school Principal and the Special Educational Needs Team. These concluded that the children's levels of concentration improved when they were actively engaged in their learning which resulted in a positive development in their behaviour. It was also proved that the children were capable of taking responsibility for their own learning and were able to work collaboratively and this resulted in an increase in their levels of self-esteem and confidence. The feedback from the parents indicated that through positive reinforcement, praise and encouragement from the teacher, a trusting relationship was established which lead to an improvement in their attendance.

Observations also showed that the teacher's knowledge of the curriculum, skills in implementing a variety of teaching strategies, attitudes towards behaviour and dealing with difficult situations and levels of self-efficacy all had a definitive role in the successful teaching and learning. Detailed planning and preparation incorporating differentiation and assessment tools was imperative so that a structured learning environment could be created to meet the individual needs of the children.

Conclusions from the research confirm that there is a gap in the literature in relation to summative assessment methods of music in the primary school, and it is recommended that the use of ICT to enhance teaching and learning in music could be further developed. It is also clear from the study that more research needs to be done in the area of how to integrate music with other curricular subjects so that more time can be allocated to the subject.

Dedication

To my family: XXXX, XXXX, XXXX, XXXX and XXXX, and my dearest friend XXXX who have travelled this journey with me through the good and the difficult times, and to XXXX who set the scene.

Thank you all sincerely for your support, advice, encouragement, words of wisdom and prayers.

I am forever grateful.

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I want to thank the children, staff and parents of XXXX National School, XXXX who were involved in this research project.

I also want to acknowledge the work and dedication of the lecturers in Letterkenny Institute of Technology who provided me with the opportunity to study at Masters Level. My gratitude also extends to my supervisor, Tena Patten, for her time, invaluable help, guidance and feedback during the research.

The “Masters of Arts in Learning and Teaching” course helped me to further enhance my teaching career, as well as network and share practices with other professionals within different educational settings, and because of this I feel that I can continue to offer more to the children in my care each day to help them become successful lifelong learners.

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1.1. Reasons for Undertaking the Research

As a mainstream class teacher in a large urban primary school consisting of 446 pupils for the past 17 years I have observed how children with behavioural, emotional and social difficulties struggle to achieve their learning goals due to individual learning and behavioural needs. As well as the primary school I have worked with children, teenagers and adults in a variety of settings including summer camps, theatre productions and choirs, and I have used music as a common language to foster positive communication skills (Kraus and White-Schwoch 2016). Recent experiences have shown me that participation in music and singing events may contribute to the development of levels of self-esteem, positivity and confidence within those who appreciate it (Darrow et al 2009). Therefore the main aim of my research was to explore if music could be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

The project was based on three children between the ages of ten and twelve who have formal reports from the educational psychologist diagnosing specific conditions. Two of the children have Attention Deficit Hyperactivity Disorder (ADHD) and the other child has learning difficulties.

The research took the form of three case studies, one on each child. They attended optional after school homework club sessions three times a week for a period of one hour and fifteen minutes. I worked with the children for the final twenty minutes of each session, providing different musical strategies.

The music lessons were based on a student centred learning approach (Jeffrey and Craft 2004) with practical, hands-on activities (Rinkevich 2011). They included discussion and collaborative group work (ten Dam and Volman 2004), and the arts were integrated and promoted across the curriculum (Dowling Long 2015).

I decided that my aim, namely to use music to support the targeted children with ADHD and educational needs, would be carried out through the following research objectives:

1. To develop the children's levels of concentration during learning activities
2. To enable the children to take responsibility for their own learning
3. To develop levels of self-esteem and confidence

1.2. Benefits Derived from the Research

The research confirmed that music is a motivating, interactive means for all children to develop new skills, learn about the environment around them and develop independence (Nordoff Robbins 2017). The development of the children's musical knowledge and skills enhanced creativity, imagination, critical thinking and kinaesthetic abilities (Dowling Long 2015).

The study also pointed out the importance of integrating music with other subjects across the curriculum. For example the composing strand lead to the development of the children's literacy skills and the listening and responding strand which was integrated with visual arts, drama and dance allowed the children to express themselves freely (Department of Education and Skills: DES 1999).

During the research I observed positive, meaningful collaboration between the children which encouraged social communication and interaction, and I agree with Nordoff Robbins (2017) that this is important for people who have learning difficulties.

The study also allowed me to determine whether or not the children were triggering each other or if other children were the trigger, and as a result I put the necessary musical interventions in place to prevent any situation erupting during the homework club sessions.

Another benefit from the research was that the music was a method of stimulation for the children to get homework written activities completed. The improvisation lessons on the piano which involved exploring the various sounds were successful in maintaining the attention of all three children which alleviated any behavioural outbursts. According to Wigram and De Backer (2002) music can be used as a channel to express any painful or angry feelings. In the case of my research the children benefited from using the drums and cymbals to release any tension or anxiety.

1.3. Audience for the Research

Based on the findings of the research I hope to share the music plans and lessons with other teachers through possible continued professional development courses. I would like to provide an opportunity for other teachers to learn and collaborate about how music could be used to teach the curriculum with children who have similar needs. The lessons could also be tailored to suit children in the younger classes of the primary school. Another audience who

would undoubtedly benefit from the music lessons would include the children attending the Special Educational Units in schools and children with autism who attend the July Provision Summer Programme under the auspices of The Department of Education and Skills. I have taught on this programme for six years working with children in a school setting and on a one-to one basis.

Chapter 2

Literature Review and Critique

In order to explore and analyse the literature and find the best possible advice for helping the children I focused on three main strands:

1. Senior Years and Challenging Behaviour
2. Attention Deficit Hyperactivity Disorder (ADHD)
3. Music in Education

Through critical evaluation of this literature I was able to explore appropriate teaching methodologies to meet the needs of the children, but also discover the areas within the literature where a gap is evident.

2.1. Senior Years and Challenging Behaviour

The literature suggests that in order to deal with challenging behaviour we sometimes become fixed on changing the person and not the action of the behaviour itself (Hewett 2002). However this raises the element of positive time management for me. I agree with the Department of Education and Skills (1999) that our focus should be to spend time developing behaviour strategies and maintaining good classroom organisational skills for the creation of a safe and positive learning environment. The point is reinforced by Hewett (2002) when it is suggested that good practice involves making the priority the ability to cope well with the reality of how children presently behave rather than trying to get them to change their lifestyle and behaviour easily and quickly.

For me, another significant aspect that transpired from the literature was that of, issues of self-esteem associated with children who have challenging behaviour. According to Sigafoss et al (2003), challenging behaviour is likely to occur when appropriate alternative forms are absent or when stimuli elicit a negative response. In order to have positive behaviour I agree with Hewett (2002) that it is important to develop good communication skills and create positive experiences to increase people's sense of feeling good about themselves. Given that children cannot comply at all times it can be concluded from the literature that positive behaviour management strategies are necessary (National Induction Programme For Teachers 2018). For example Hewett (2002) suggests ignoring the inappropriate behaviour and rewarding the good. The point is valuable as positive reinforcement can be seen as an important strategy to help children regain confidence, reduce levels of anxiety and develop self-esteem (Wigram and De Backer 2002).

Another argument raised by the literature is that of the children taking more responsibility for their behaviour as they grow older (Hewett 2002). However given the fact that if children cannot read, we teach them, if children cannot write, we teach them and if children cannot play, we teach them, then we must be mindful that if children cannot behave we need to teach them also (NIPT 2018). Therefore I believe that before they are encouraged to be more responsible for their actions, they need to have had good guidance and support during their early stages of behavioural development. I also agree with Hewett (2002) that other staff members need to have knowledge of the child and know what it is reasonable to expect from him or her.

A very valuable point that can be derived from the literature is that, resources need to be put in place so that the onus is not on the child to fit into a rigid structure (NIPT 2018). The service provided should be adapted and changed to meet the needs of the child in order to create an inclusive school community (NIPT 2018). Hewett (2002) implies that inclusivity is important because most children find themselves behaving in more fulfilling ways and communicating more effectively in an environment which fosters positive behaviour and offers structure, acceptance and respect.

I feel that in order to implement the four points raised:

1. Dealing with the behaviour and not trying to change the child
2. Focusing on self-esteem
3. Children taking responsibility
4. Inclusivity

Teachers should attend on-going training courses to upskill on behaviour management (Clunies-Ross et al 2008).

2.2. Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Hyperactivity Disorder (AD/HD) is a syndrome that interferes with an individual's ability to focus, regulate activity levels and inhibit behaviour (NIPT 2018).

There are 3 subtypes:

1. Predominantly inattentive
2. Predominantly hyperactive and impulsive
3. A combination of both subtypes

Children with ADHD find it difficult to plan and control their behaviour. They often seem unaware of danger and have a tendency to rush into things. They also find listening to, remembering and following through on instructions difficult and fail to finish school work (NIPT 2018). According to Mc Allister (2012) however, students with ADHD portray less impulsive behaviours in a music setting because they focus on how the teacher can model performances and they try to imitate the behaviour.

I have discovered that children with ADHD are also reluctant to engage in activities that require prolonged effort, they are easily distracted by extraneous stimuli and often have difficulty organising materials required for learning tasks (NIPT 2018). Keeping this in mind I agree with Mc Allister (2012) that a well-structured music lesson could prove very beneficial for the children because it could provide an emotional outlet for them. Sausser and Waller (2006) argue that music therapy has demonstrated effective for students with ADHD, while Wigram and De Backer (2002) highlight how music in schools provide a framework for the development of a therapeutic relationship among children and adults.

I have also observed that ADHD causes children to fidget with their hands or feet, appear restless and leave their seat in the classroom. This raised the issue for me of successful behaviour management depending on the use of effective classroom management strategies (National Educational Psychological Service: NEPS 2010). The strategies suggested in dealing with various issues include staying calm and alert, concentrate on what children are trying to communicate and judge the situation with a reflective approach (Hayes 1999). Therefore the focus is based on the use of 'proactive' and 'reactive' classroom management strategies (Clunies-Ross et al 2008). These should create a positive learning environment for the children whereby they can achieve their learning objectives (National Council for Curriculum and Assessment: NCCA 2007). Other methodologies include; avoiding the need to shout, relaxing the voice, making instructions clear and praising appropriate behaviour (Hayes 1999). Medication may be used to mitigate the impact of ADHD (Special Education Support Service: SESS 2018), but there is a strong argument in the literature for music allowing for an effective outcome of calmness and order to be achieved (Hewett 2002). See appendix 1 for an advice sheet based on classroom management techniques.

2.3. Music in Education

The literature suggests that through the arts, speech and language, listening and memory skills, literacy skills and imagination are all developed (Professional Development Service for

Teachers: PDST 2017). It is also highlighted that the arts support social and emotional learning and generate happiness within pupils and the wider community (Dowling Long 2015). Music is described as a child-centred arts subject that enhances levels of self-esteem and contributes to the overall development of the child (PDST 2017). According to Buck and Snook (2016) the arts are a valued means of teaching concepts within other subjects and students can learn in an engaging way when an art form and another subject are interconnected. Craft (2003) also evaluates the arts in the context of integration across the curriculum rather than teaching subjects as independent units. For example based on the literature of Dowling Long (2015) there are connections between learning music and developing mathematical and linguistic skills. Scripp (2002) highlights the same principle as it is documented that song singing can develop skills in vocabulary, pronunciation and grammatical structure.

To make a further link with the literature, it is outlined in the music curriculum that the composing strand can also assist with developing literacy skills (Department of Education and Skills: DES 1999). The listening and responding strand of the curriculum can be integrated with visual arts and the children can express themselves through this medium. Drama and music along with dance can all be linked to produce musical productions which can increase confidence levels among the children when performing on the local stage (PDST 2017). This point coincides with the literature of Nordoff Robbins (2017) as it is pointed out that people can find their own way in life and contribute actively to the community by participating in music-making.

De Vries (2017) indicates the effects of music in achieving behavioural objectives when it is documented in his literature how a teacher observed the positive impact of music on her class. For example, there was an improvement in the behaviour of a child who started piano lessons and children who returned to class after participating in the school choir rehearsal showed feelings of happiness. This a very interesting and valid point which I can link to my own research question, namely, can music help children with behavioural needs. The importance of collaborative learning to enhance the achievement of lesson outcomes is also highlighted in the literature of Kenny and Morrissey (2016).

Based on the analysis of the literature I integrated music with other subject areas and investigated if the children in my research could grow and progress through the creative

activities and the exploration of forms of expression (Ireland, Creative Ireland Programme 2017).

2.4. Conclusions from the Literature

By reviewing and analysing the literature using the three main strands:

1. Senior Years and Challenging Behaviour
2. Attention Deficit Hyperactivity Disorder (ADHD)
3. Music in Education

It became evident that music has long been a powerful way for people to connect and communicate (Davis 2010). Children can be intellectually, emotionally and socially nurtured through music (Adderly et al 2003) and it can be seen as a gate way to inclusion for children with challenging behaviour (Lubet 2010). Good classroom management and organisational skills need to be implemented to create a structured, safe learning environment for children with individual needs (Oliver and Reschly 2007) and practical examples of reward systems should be put in place to reinforce praise and encouragement in order to develop their levels of self-esteem (NEPS 2010).

It is also important to note that based on the review of the literature it could be argued that there is an apparent 'gap' in relation to certain resources available to teachers for music teaching and learning. For example, questions could be asked such as:

1. What are the best assessment methods for teaching and learning in music?
2. Is there a formal method of assessment?
3. What resources could be put in place to further develop the use of ICT in music lessons?
4. Are there specific ideas and lessons to guide teachers on how to integrate music with other curricular subjects so that more time can be allocated to the subject?

By drawing together the analysis of the three main literature strands and using the questions which arise from them, interesting and valid points relate to the background to my research question: Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

3.1. Research Aims and Objectives

The research objectives:

1. To develop the children's levels of concentration during learning activities
2. To enable the children to take responsibility for their own learning
3. To develop levels of self-esteem and confidence

enabled the children to respond imaginatively to music, talk about it and describe how it made them feel. In order to achieve these objectives the children were encouraged to explore how to move to music by using body percussion, how to use the voice as a creative instrument, how to use a selection of percussion and melodic instruments, and they were given opportunities to develop skills in composition (PDST 2017).

The objectives were set out to help the children focus better on their learning with improved behaviour and concentration. The lessons had a cross curricular approach whereby skills in literacy and numeracy were developed (Dowling Long 2015). For example the idea of composing a piece of music to a text integrated literacy and music (de Vries 2017), rhythmic patterns reinforced elements of mathematics and movement through music integrated the dance and drama areas of the curriculum (PDST 2017). The lessons provided an opportunity for the children to work collaboratively in a group whilst being actively engaged in the process (Rinkevich 2011). It was explored if the music lessons provided a positive learning environment for the children who had completed both a full day in the school setting and further written activities during homework club. Therefore the question researched was: did the music lessons have an impact on the children's behaviour so that they could focus, concentrate and learn?

3.2. Nature of the Implementation

In order to fulfil the overall aim and objectives of the research, I used a qualitative approach in the form of a case study with multiple sources of data collection, and I focused on using a deductive approach with an interpretivist view (Cohen et al 2007). A small group was used. Children were aged between 11 and 12 and had identified behavioural and educational needs. Practical activities based on a student-centred learning approach were used during the music lessons and a variety of teaching strategies were employed. Observations and interviews

were carried out with children, teachers and parents and data was analysed through deep insights from my own practice and my own interpretations.

The music lessons began on January 15th 2018 and the children participated three days a week for 20 minutes. The strategy was implemented until the end of April 2018 when the homework club finished.

3.3. Research Methods

3.3.1. Methodology Employed

Through the qualitative approach I took into account the characteristics that Bryman and Bell (2011) associate with a case study whereby observation and interviewing was used to carry out an extensive, detailed examination of a setting. According to Yin (2009) my research could be considered as a “how” question as I monitored if something worked over time, and I did not rely on a survey. I described feelings and experiences, explored the attitudes to an issue and recorded in a descriptive and narrative manner (Kumar 2014).

The nature of the research question was an extremely significant step in the research process as it provided important information regarding the method to be used (Yin 2009). My question lead itself towards a case study approach because I reported on human relationships rather than presenting abstract hypothesis or concepts (Cohen et al 2007), and I investigated real people in a real-life situation while exploring the unfolding of current matters and not historical events (Yin 2009). I agree with Simons 1996 (cited in Bassey 1999) that one of the advantages of using the case study methodology is its distinctiveness in understanding the complexity of particular situations. Therefore based on the literature I can justify using the case study approach as a research method because it provided me with the opportunity to investigate and explore the linkage between my research question and the main aim and objectives I outlined.

3.3.2. Data Collection Methods

In order to have successful data collection methods and results it was important to ask good questions, be adaptive and flexible, listen attentively, be familiar with the issues being studied and avoid bias (Yin 2009).

According to Bassey (1999) the three major methods of collecting data included; reading documents, asking questions and observing events. I used strategies suggested by Cohen et al

(2007) such as the use of interviews to accompany observation strategies and also the use of journal notes, diaries and recordings. Yin (2009) also refers to the importance of using documents, observation and interviews as sources of evidence for a case study, and I adopted this method.

Therefore based on the literature my multi-method data collection process included observations of the children, semi-structured interviews with experts, interviews with the children and feedback from the parents. My work is represented as it is and not something else (Bryman 2012) and a database was established to store and organise all the information and keep a chain of evidence (Yin 2009). See appendix 2 for an overall whole data collection plan.

3.3.3. Data Collection Tools

Observation is a powerful research method of collecting primary data (Cohen et al 2007) and qualitative information is generated if the observation is written in a narrative or descriptive format (Kumar 2014). The teacher observations were at the core of my data collection techniques in order to determine whether or not the children took responsibility for their own behaviour and worked to the best of their ability (NCCA 2007). I observed the behaviours of the children, listened to their conversations and asked questions.

The observations involved both watching and listening and they were planned (NCCA 2007). A planned observation can add more detail about what and how children are learning (Ireland, The National Induction Programme for teachers: NIPT 2017) and it provides data from naturally occurring situations as it happens (Cohen et al 2007).

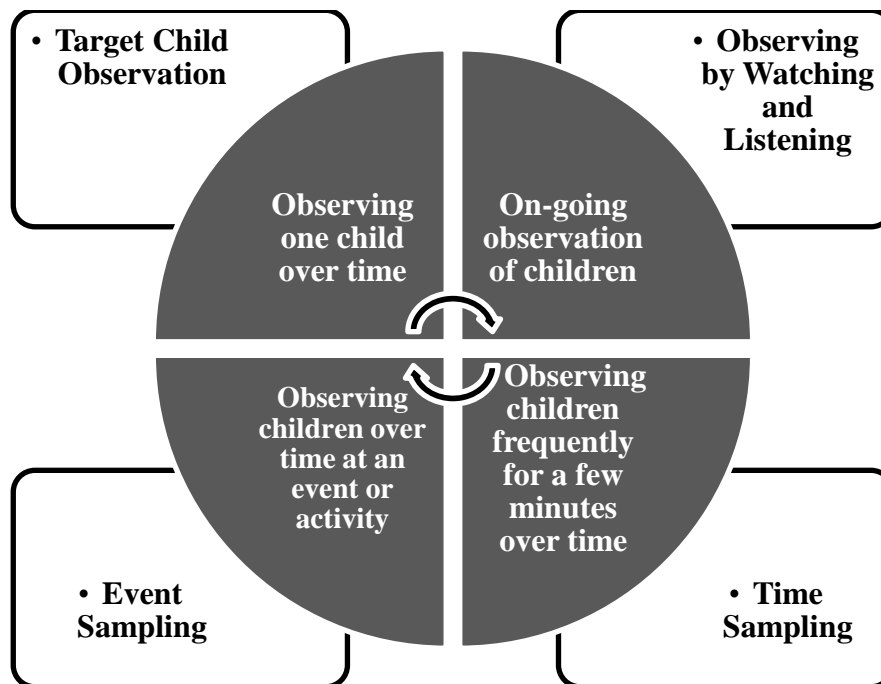
What counted as evidence depended on what was observed, when and for how long (Cohen et al 2007), therefore my observation techniques were varied. For example, by using Event Sampling I have recordings and observations of particular events that build up a pattern of the children's behaviour over a period of time (NIPT 2017). I also used the method of Target Child Observation whereby I focused on one child, and a series of observations which were combined to give a picture of that child's unique development (NIPT 2017). Time Samples are short, repeated, focused observations of a child's development and they were used to collect precise data over a longer period of time (NIPT 2017). Other examples included: Anecdotal Observation which is a written narrative of interesting instances of the children's development or behaviour. I also used the Shadow Study method whereby a planned

systematic observation of aspects of learning and behaviour were recorded. It involved the individual children (NIPT 2017).

My aim was to use these various strategies to record the significant events and aspects of the music lessons (Bassey 1999) and seek trends and patterns over the time available to me (Cohen et al 2007). See Figure 1 for observation techniques which I used.

Figure 3.1.

Data Collection Tool: Observation Techniques (NIPT 2017)



Interviews were also an essential source of evidence (Yin 2009). The semi-structured interview technique employed in qualitative research (Cohen et al 2007) consisted of open-ended questions which were recorded in a descriptive form (Kumar 2014) to enable new paths to be explored and further exploration to be undertaken (Cohen et al 2007).

The interviews that I carried out consisted of short monthly sessions with the children about their learning experiences. I used open-ended questions, and I also took into account the availability and schedule of the participant (Yin 2009). During the flexible interview process, I focused on how issues and events were understood and perceived (Bryman and Bell 2011) and the participants had the opportunity to portray their own explanations of the situation (Cohen et al 2007).

A sense of formality (Bassey 1999) was adopted as the participant revealed thoughts which were written down and recorded in order to keep accuracy when transcribing the necessary data (Perakyla, cited in Silverman 2009). There was also expert interviewing which involved the Principal and Special Educational Needs Team.

As another data collection tool, parent/guardian feedback was requested based on the children's experiences. The interpretation of all interviews and feedback was a major part of the research, and along with the other data collected I drew my own conclusions (Bassey 1999).

The documentation used included official reports from professional bodies and multi agencies including the Child and Adolescent Mental Health Service (CAMHS) and the National Educational Psychological Service (NEPS). These provided specific details and information and played an important role in the data collection process also (Yin 2009).

3.3.4. Data Interpretation and Analysis

By using the qualitative, multi method approach the data analysis is interpretive. Therefore I used a more reflective, reactive response to the data collected (Cohen et al 2007), and I had to ensure that analytical truthfulness was evident (Perakyla, cited in Silverman 2009). Based on the literature of Cohen et al (2007) my qualitative analysis commenced early on in the data collection process. I portrayed an element of self-awareness so that the findings do not say more about my opinions, and the early analysis should prevent data overload by focusing on significant elements (Cohen et al 2007). I used the thematic analysis approach.

The reliability of the observations depended on the selection of information from the recordings and the adequacy of the transcripts (Perakyla, cited in Silverman 2009). Therefore my observations during the music lessons were summarised on a weekly basis and interpreted critically and reflectively. There are 12 summaries below outlining the main themes arising from the music lessons.

Summary: Week 1: Music Lessons

All three children had occasions whereby they were unsettled, disruptive and not focused. The main time that this happened was at the beginning of the homework club class. As the music session developed and there was variety in the activities the levels of concentration seemed to improve. All of the children enjoyed working with the percussion instruments and

liked the choice of being able to pick their favourite instrument. This helped them become more engaged in the activities. Child 2 and 3 worked very well as a team using the snare drum and the cymbal and creating a rhythmic pattern. Child 1 did not engage as well as the other two. I will consider working with the children on a one-to-one capacity if needed. Overall observations showed that the music was a release for the children and they became more engaged in the activity as the session went on.

Summary: Week 2: Music Lessons

During some of the sessions the children were not able to complete their written homework activities first so I began the music sessions earlier to see if this would help to improve their behaviour. It seemed to work this week. I will investigate what approach may be best during the coming weeks. The listening and responding to music activities seemed to be a success as they seemed to have a calming effect on the children.

Summary: Week 3: Music Lessons

As the sessions developed the children became more involved in the activities. All three children really engaged in the chime bar activities and they worked well together as a team. The introduction of a team points system encouraged them to play together and help each other. They showed good improvement in maintaining a steady beat and the rhythm grid proved successful in that it kept their focus. I also recorded the chord progressions visually on the board which helped maintain the levels of concentration. I realised that it was important to cater for the visual learner as well as the kinaesthetic learner. At the end of one of the lessons I suggested that we would end with song singing but all three responses were negative. They were more engaged in improvising with the chime bars. Despite their responses to song singing I was pleased with their initiative of taking responsibility for their own learning and the overall outcome of the lessons this week.

Summary: Week 4: Music Lessons

The children enjoyed making up their own patterns of chord progressions. It was difficult to ignore child 1 at the beginning of each session this week, but the familiar activities allowed the other two children to focus better and settle into the session. It was obvious that the children needed to start with the activities straight away, and it was necessary to remove child 1 from the beginning of the session on Wednesday so that child 2 and child 3 could focus better. All children showed impatience towards teacher instructions so it was more

manageable to continue to revise for the week. The revision of playing percussion instruments also worked. More movement to music was also necessary this week as the children found it difficult to remain in one place. The children also showed more of an interest in improvising with the percussion instruments. They like to have choice during the activities and take responsibility for their own learning. I learned that I have to be very flexible and adapt my lesson plans according to the behaviour on a particular day. I also learned that the children needed to be actively engaged in the lessons from the very beginning this week. Their levels of patience and tolerance were lower than usual and this may have been attributed to the unsettled behaviour of child 1 at the beginning of sessions 1 and 2.

Summary: Week 5: Music Lessons

Co-operative learning among the children was evident in the sessions this week. They helped and encouraged each other which contributed to the development of their levels of self-esteem. Differentiation was also needed to meet the individual needs of each child. For example Child 3 needed the rhythms repeated more times than the other two children. He was able to cope better with a visual aid rather than just playing from memory. It is necessary to maintain this strategy on an on-going basis each week. The children showed more confidence in the approach to their work this week. This may be due to their prior knowledge of the concept. Listening skills showed improvement this week when the children gave their attention to the teacher when the new games of 'Call and Echo' and 'Call and Answer' were being explained. Each child participated fully in the musical conversations as part of the 'Call and Answer' game. It was extremely interesting and rewarding to see how different emotions were expressed through playing, discussing and reflecting upon the music created. There was very good teacher-child conferencing this week as part of on-going assessment methodologies.

Summary: Week 6: Music Lessons

It was interesting to observe how all three children had to be taken to the hall on Monday. I may have to look at working with each individual again on a one-to-one basis. This will depend on the group dynamic over the coming weeks. Improvisation on the piano is a good way of helping them to regain focus and settle down. They all enjoyed exploring the different sounds and playing chords. I was delighted at how they could work together and take turns. All three children wanted to play the piano for the rest of the week. They worked diligently at completing their written activities and then the piano playing was seen as a

reward to them. They managed to work as a group again and helped each other. There was evidence of good co-operation and collaboration among them.

Summary: Week 7: Music Lessons

The children asked if they could continue to play the piano for the rest of the sessions this week. It was agreed that if they achieved certain targets such as; entering the room quietly and calmly, sitting down, starting their work, using appropriate language, they could play the piano. This was seen as a reward for them and the approach seemed to work this week. They liked playing the chords and exploring the different instrument sounds which the piano created. The children really took responsibility for the own learning this week and remained actively involved.

Summary: Week 8

I decided that I would begin each homework session with the music lessons for March as I felt that this might help the children become calmer and more settled so they could focus on their written homework in a more structured way. I was satisfied with their efforts in performance and they were able to recognise that the rhythmic patterns were different to those which they heard the previous week. This showed a good development in concentration and memory skills. I was happy with the fact that all children could clap the rhythms confidently and they seemed to understand the concept of music 'bars' and 'bar lines' and the fact that each 'bar' had four steady beats. This implied that they had been listening and focusing over the past number of lessons. I was delighted with the fact that the children could compose their own three bars of music with four steady beats individually and collectively. I had to allow more time during the last lesson in order for the children to complete their individual compositions and performances. They all required some teacher assistance but due to good concentration levels, good team work and positive reinforcement from each other and the teacher they completed the tasks successfully. Overall I think that very good progress in relation to behaviour management was evident.

Summary: Week 9

It was extremely important to be organised at the beginning of each lesson. When the children entered the homework club session in a giddy, hyper mood they needed immediate attention and the music lesson seemed to provide them with a more structured learning environment. They needed the routine of going to the school hall which was more spacious

and starting an activity straight away. The children enjoyed the 'Sound and Silence' game. They remained focused for the entire duration of the game especially when they had to say their names during the 'rest' in the music. For example clap, clap, rest, rest; clap, clap, rest, rest; clap, clap, Roy, rest; clap, clap, Rosemary, rest. Each child managed to incorporate loud and quiet by whispering the name or saying it loudly. During the second lesson I waited until the children seemed confident and had a chance to say the name before I developed the pattern further by breaking it into four beats and four rests. This required a lot of concentration from the children, interest and motivation to participate. All three children showed their willingness to engage in the activity. Differentiation and assistance was necessary for the second part of Tuesday's lesson, however all children remained on task and behaviour was positive. They were all actively engaged. I wonder if this is the key to their good behaviour, completing an activity that is fun, interesting and challenging with a student centred learning approach. As part of Wednesday's lesson the teacher played an excerpt from Mozart's 'Marriage of Figaro'. The children had to listen out for a beginning and an end which sounded similar, and they also had to listen to sounds and silences and dynamics. I was delighted with the attention span of each child, their ability to take part in open discussion and their calm, appropriate behaviour.

Summary: Week 10

The school hall was very beneficial at the beginning of Monday's lesson when Child 3 was very disruptive. It was interesting to see how he settled down after being allowed to work on the electric piano. He was given time and space to explore himself. Child 1 and Child 2 showed great levels of concentration and maturity in behaviour when they were able to ignore Child 3. The competition element associated with the quiz activity seemed to inspire great enthusiasm in the task. There were no difficulties with behaviour as a result. Therefore it could be concluded that rewards and competitions seem to generate a great incentive for good behaviour. It was so impressive to see how Child 1 was able to match the notes of the piano to the tuned instruments. This was communicated to his mother in order to express how natural his musical talent is. The self-esteem of the children may be improving. I observed how Child 2 did not give up when he found the task slightly difficult. I thought that this was a positive sign. There was good co-operation between the children during the tonic solfa activity. Child 1 showed good literacy skills when putting words to the rhythmic composition. Both children showed positive, interactive and enthusiastic behaviour.

Summary: Week 11

I decided that it was necessary to begin some of the Homework Club sessions with the music lessons again as I was witnessing foul and abusive language and a reluctance to follow instructions. A pattern seemed to emerge that if the children had an incident on yard or had a negative experience during teaching and learning that day, they came to the session displaying moodiness and a total lack of respect. I noticed how my choice of slow, calming, peaceful Classical piano music seemed to help relieve some of the tension and hyper-activity. I was very impressed by how the children recalled and recorded the musical concepts and terms during the concept map activity. This proved that they had been listening over the past number of weeks. It was important for the children to know that it was acceptable to make mistakes as long as they were engaging in the activities appropriately, and in some cases they were also informed that there were no right or wrong answers to a task. It was their expressions and interpretation that counted. This element of reinforcement seemed to help their levels of engagement and self-esteem. During Lessons 32 and 33 Child 2 was absent and Child 1 and Child 2 worked on tonic solfa and chord progression. Both children were very engaged for the lessons. They entered the Homework Club sessions shouting, distracting others and using mobile phones, but once they were removed to the hall they seemed to seek less attention and started engaging in the activities. They were able to sit at the piano together. One child played the chords and the other played the bass. This was assisted by the teacher. Their pieces were recorded when it was appropriate to use the necessary ICT devices. Both children really seemed to focus during this activity.

Summary: Week 12

The children worked together on the piano playing chord progressions and using tonic solfa. They decided as a group that they wanted to continue with this activity for the three sessions. They had to take turns on the piano which they managed to do, they had to focus on instructions from the teacher in relation to how to play chords using three fingers and play a bass to accompany them and they had to try to remember the tonic solfa. There was excellent engagement and levels of concentration from all three children and they were all present for each of the lessons. The continuity of each lesson seemed to help them focus as they knew what to begin with each day and they seemed to look forward to coming to the lessons this week. They all responded very well to much praise and encouragement from me and they seemed proud of the results which they achieved. They discussed chords and sounds with

each other and recorded their tunes on their mobile phones. Behaviour showed a great improvement. Again the children were actively involved, they had choice in the activities and they took responsibility for their own learning. See Figure 2 which shows a music lesson recorded in January.

Figure 3.2.

Music Lesson 3: Wednesday 17/01/2018

1. Activity: Body Percussion, further development of skills.

The children were required to further repeat a variety of rhythmic patterns modelled by the teacher.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
A recap of the previous rhythms was carried out. New rhythms were introduced as this was necessary to keep concentration. Was slightly unsettled during this part of the activity today and tried to interrupt the other two children. The activity had to be changed promptly. Was unsettled in class earlier and on yard.	Was more unsettled at the beginning of homework club today. Was very reluctant to do his written activities. Needed more assistance. Only engaged in two rhythms. The activity had to be changed.	Very loud and refused to complete his homework. Continued to need one-to-one assistance. Was walking around the room. Did not engage in the body percussion today.

2. Activity: Percussion Instruments, further development of skills.

The children were provided with a snare drum, tambourines, conga drums, a cymbal and triangles and continued to investigate and explore the different instruments.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
The drums were a good resource in helping to build up	Chose the snare drum and cymbal again. Settled and	Was encouraged to explore the tambourines but was not

focus and concentration. The first time that the child was more engaged today.	concentrated. Behaviour improved for the last part of the session.	interested. Worked with child 2 collaboratively using the drum and cymbal. Also used the conga drum. Did try to disrupt child 2 initially, but concentrated for the last five minutes of the session. An improvement in behaviour was evident and more interest was apparent in the activity.
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3. Activity: Steady Beat.

The children worked on maintaining a steady beat using a variety of pieces of music.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Concentration levels increased during this part of the activity. The child was engaged and used the conga drums to explore the steady beat within the music. The child did not show any interest in the other instruments. Remained focused for the final part of the lesson. This was an improvement from earlier.	Behaviour continued to improve. The child listened and followed the teacher in keeping the steady beat. The child as more engaged than at the beginning of the session. Calming music was used.	The child did engage in this part of the session. There was an improvement in levels of concentration from the beginning of the homework club session.

Figure 3 shows another music lesson recorded in January.

Figure 3.3.

Week 2: Music Lesson 4: Monday 22/01/2018

1. Activity: Steady Beat, continued.

The children were required to maintain a steady beat modelled by the teacher and were introduced to note values.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
The child refused to complete written homework activities. A change of task was required. I allowed him to begin the music session slightly earlier. He showed interest in the lesson about note values and experimented with the conga drum.	Child 2 needed one-to-one help immediately with starting homework activities and needed movement in the room. He was shouting out and distracting the other two children, and they joined in with him. Music was started earlier also for this child. Initially he did not engage in the activity about the note value. The snare drum was introduced and he then began to focus.	Was distracted by child 1 and 2. With one-to-one help he completed his homework, and he joined the other two children in a separate room. He engaged by using the cymbal.

2. Activity: Rhythm Development.

The children were provided with more percussion instruments and rhythmic patterns were repeated and composed.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Levels of concentration improved. Interest was shown in rhythmic patterns. When he	Levels of concentration and listening skills developed. He	There was an improvement in behaviour from the beginning of homework club.

feels confident in his ability to complete the activity, he seems to join in better.	managed to follow and repeat the patterns.	
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Figure 4 shows a music lesson recorded in February.

Figure 3.4.

Music Lesson 10: Monday 5/02/2018

1. Activity: Chime Bars, chord progression.

The children continued to develop skills in playing the chime bars using a variety of chord progressions.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Was very unsettled for most of the session. Needed a movement break. Distracted the other two children.</p> <p>Behaviour was difficult to manage after lunch time due to an incident on the school yard.</p> <p>Very moody, didn't listen to instructions, spoke inappropriately to the teacher and refused to engage at the beginning of the lesson. Time and space was required.</p> <p>Towards the end of the session he joined in with the chord progression activity in his own time. The school hall was a good area for extra space.</p>	<p>Initially got distracted by child 1. It was intended to introduce a new topic but due to low levels of concentration it was more beneficial to revise the more familiar activity and begin straight into the lesson.</p> <p>The teachers plan had to be changed slightly. Behaviour settled and he concentrated on playing a variety of chord progressions which were accompanied by the teacher on the piano. Patterns included: 1-4-5, 1-5-1, 1-4-1, 1-4-5-1.</p> <p>He also made up his own patterns.</p>	<p>Was very distracted by child 1. Needed to begin an activity immediately. Used different chime bars and settled into the chord progression activity.</p> <p>Was very engaged by the end of the session. A good improvement in behaviour was evident and he worked in a positive way with child 2.</p>

2. Activity: Listening and Responding.

The children responded to a variety of music through movement and playing instruments.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
The movement helped him release tension.	Responded well to movement through music and playing percussion instruments. Enjoyed improvising on the snare drum. Concentration levels improved as the session developed.	Chose to play the cymbal. Focused on listening to the steady beat. Behaviour was more manageable at the end of the session.

Figure 5 shows another music lesson recorded in February.

Figure 3.5.

Music Lesson 13: Monday 12/02/2018

1. Activity: Chime Bars.

The children recapped on the previous lessons during which they accompanied the teacher on the electric piano.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Listened to instructions, spoke appropriately and engaged in the lesson. A good improvement from last week. Played CEG chime bars. Followed the structure of a piece outlined on the board. Showed good levels of concentration. Was capable of carrying out the task even though he missed it last week.	Played chime bars FAC. Was very familiar with this from last week. Showed good levels of concentration and confidence.	Played chime bars GBD. Participated in the activity with enthusiasm. Behaviour was calm and focused.

2. Activity: Rhythmic Development.

The children developed memory skills through repeating rhythms played by the teacher.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Managed to repeat the rhythm on a chime bar which was played by the teacher. Showed good listening skills.	Engaged in repeating chime bar rhythms which were not written down. Concentrated and showed good memory skills development.	Participated in the activity but had difficulty with repeating the rhythms. Needed to hear them a number of times. Got help from the other two children. There was evidence of good co-operative learning.

3. Activity: Rhythmic Development.

The children developed manipulative and memory skills through repeating rhythms played by each other.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Engaged in the group work very well. Composed rhythms on the chime bars, presented them to Child 2 and Child 3 and repeated patterns which he heard. Levels of concentration, focus and engagement were very good. Listened to the teacher's explanation.	Also worked very well during this activity. Was very interested in composing his own rhythms. Levels of confidence seemed very positive due to his prior knowledge of the activity. Listened to the teacher's instructions.	Participated in the activity but had difficulty with repeating the rhythms. Needed to hear them a number of times. Got help from the other two children. There was evidence of good co-operative learning. Also listened to the teacher's explanation about 'call and echo'.

Figure 6 shows a music lesson recorded in March.

Figure 3.6.

March 2018

Music Lesson 22: Monday 5/03/2018

1. Activity: Rhythmic Notation.

The children recognised various rhythms on the board and discussed the different note values.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Was very disruptive at the beginning of homework club and needed to begin with the music lesson. Was able to count the number of beats which accompanied the rhythms. Listened while the teacher introduced the terms ‘bar’ and ‘bar line’ and focused on counting the amount of steady beats in each bar. Showed improvement in his levels of concentration as the lesson progressed.	Returned to school. After the first five minutes of the lesson child 2 joined child 1. Was very engaged during the teacher’s discussion about music ‘bars’ and ‘bar lines.	After the first five minutes of the lesson child 2 joined child 1. Listened intently today. Seemed to be interested in the new concept. Counted the beats along with the teacher.

2. Activity: Composing.

The children composed their own rhythms.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Worked well with the other children for this part of the lesson. He listened to the teacher as instructions were	He decided to keep the steady beat of four counts per bar. He recorded the piece on paper using stem notation as on the	He decided that he would take on the role as conductor. He assisted child 2 with recording the piece using stem notation.

given about appropriate instruments to use for the composition.	whiteboard with assistance from the teacher.	The teacher continued to provide assistance.
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Figure 7 shows another music lesson recorded in March.

Figure 3.7.

Lesson 26: Tuesday 13/03/2018

1. Activity: Sound and Silence Games continued.

The children worked collaboratively and further developed knowledge of dynamics.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Returned to school. Was able to participate in the Sound and Silence Game from the previous day. Listened to the teacher’s instructions, showing good listening skills and remained on task, showing good levels of concentration.	Was actively engaged in all of the activities. Was able to say his full name in the rests by dividing it into syllables.	Showed great levels of concentration during the activity whereby he had to work in the group clapping a ‘conversation’ using sound and silence and dynamics. He was able to nod his head during the rest in the music so as not to lose the steady beat.

2. Activity: Composing.

The children composed and recorded rhythms with a beginning, middle and end.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Needed assistance from the teacher. Encouragement and positive reinforcement helped keep him on task.	Also needed help with writing a more structured piece of music. Remained on task. Behaviour was good.	Managed to work individually.

Figure 8 shows a music lesson recorded in April.

Figure 3.8.

Lesson 31: Monday 16/04/2018

1. Activity: Concept Map.

The children

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Was able to record a concept map on the flip chart page of all the musical elements learned to date. Was already familiar with how to complete concept maps from other class activities. Some assistance was provided but overall the recall of memory was impressive.	Was very unsettled at the beginning of the Homework Club session. Threatened to phone ‘Child Line’. It was necessary to start the music lesson immediately. The space in the school hall seemed to help as he could move around. Needed slow, quiet, relaxing music.	Worked very well with Child 1 on recalling the musical activities and recording them.

2. Activity: Pitch Game.

The children revised the concept of pitch recognition.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Enjoyed comparing the different pitches of instruments. Was very focused during free experimentation of tuned and untuned instruments.	Was able to engage in the pitch recognition game but also started using a mobile phone without permission.	Questioned and compared higher and lower pitches of instruments. Remained focused during the activity.

Figure 9 shows another music lesson recorded in April.

Figure 3.9.

Lesson 37: Monday 30/04/2018

1. Activity: Composing and Listening and Responding.

The children put new lyrics to their pieces and played their favourite music on their phones.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Showed good literacy skills. Was able to fit in lyrics to the chord progressions. Was focused when doing this.	Enjoyed playing the bass line on the piano.	Seemed to love sharing his favourite music with the rest of the group.

See appendix 3 for detailed plans of all the music lessons which took place during the homework club sessions.

In relation to the interviews the data analysis needed to be thoroughly and sensitively presented in order to reveal accurate and informative responses (Silverman 2009).

All notes were recorded as soon as possible, adequate time was spent typing them, two copies were made (Cohen et al 2007). Therefore information was documented in detail bearing in mind that if a second researcher came along to do the same study, similar results would be found (Yin 2009).

Children: Monthly Interviews

The monthly interviews from the three participating children revealed that the music lessons “were very good”, they liked “playing the different instruments” and “it was good to get down to the PE Hall at the beginning of Homework Club”. They felt that doing music “was better than doing written work”, and it was “cool being able to use the phones” to record their compositions and listen to music. A common theme was that they never had “enough time” for music and “it would be great if we had more time”. They also liked spending time “with friends” using the electric piano and “making up tunes”. One child said that he didn’t like Homework Club but liked the music; “I would like to do more music”. Another child said “It was good to get away from the Homework Club. I got to be with my best friend. He likes

music too”. Another common theme was that they all preferred to do the music rather than other written activities during Homework Club. “I liked using the instruments and making up tunes. It is much better than the written work we get to do. Will you be doing music next year?” See appendix 4 for all interview transcripts carried out with the children.

Figure 10 shows a complete interview structure for January with Child 1.

Figure 3.10.

Data Collection Tool: **Child 1: Monthly Interview: January**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

I didn't want to do them at the start. I just wanted to play football. They were better than I thought.

2. What made you think that way?

I didn't know what I was supposed to do.

3. Do you feel that they helped you or not? How? Why?

Maybe. At least I didn't have to do homework .

4. Tell me about your favourite part of the lessons?

I liked the drums and doing the beat.

5. Would you like to do this kind of thing again?

It was ok. I wish that there was more music instead of written work.

6. Is there anything that teacher could change to make it better?

We could get more time. The time went too fast.

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

Do we get to do more? I liked listening to music. The lessons got better each time.

Figure 11 shows a complete interview structure for April with Child 3.

Figure 3.11.

Data Collection Tool: **Child 3: Monthly Interview: April**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

Good. It was cool getting to the hall.

2. What made you think that way?

I can't do my other work and I enjoyed doing the music.

3. Do you feel that they helped you or not? How? Why?

It was good to get away from the Homework Club. I got to be with my best friend. He likes music too.

4. Tell me about your favourite part of the lessons?

Using the electric piano was great. We made up small tunes and we got to record them on our phones.

5. Would you like to do this kind of thing again?

I got to play tunes on my phone. My friends and I listened to tunes on our phones together. Teacher, you like all kinds of Music.

6. Is there anything that teacher could change to make it better?

I don't want to do any other work. I want to use the piano and the other instruments. We need more time.

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

We can't use our phones in class so it was good to use them. I liked using the instruments and making up tunes. It is much better than the written work we get to do. Will you be doing music next year?

Parent Feedback

Overall feedback from the three individual parents raised the following important points:

Child 1: Parent Feedback

My child had a negative attitude to the Homework Club but seemed more enthusiastic when the music element was introduced. The music lessons got him to interact with others in the Club. He was easier to manage when the music was offered as an incentive. My child had a good relationship with the teacher and he was encouraged greatly. There was an increase in his levels of concentration and focus in general. He showed a particular interest in the various drums and also in the whole concept of rhythm and beat. There has been some improvement in his behaviour due to the novelty of this approach and his good working relationship with 'teacher'.

I know the difficulties involved in motivating and managing my son and this project seemed to encourage him to attend the Homework Club regularly. It also encouraged his interactions with others in the class, and changed his focus from a singular interest in football. It was a good idea.

Child 2: Parent Feedback

My child's learning experiences have been generally poor due to a number of social and educational reasons. However he seemed to have a keen interest in the music lessons and it became obvious that he has a particular talent in this area. He developed a good relationship 'teacher' and seemed to respect what she was trying to do for him. He would not have stayed at the Homework Club without the music lessons. The number of phone calls I received about his behaviour was somewhat reduced during the lessons. He worked very well with the other children in the group. He engaged each day with the lessons despite often being unsettled at the start of each session. He began to develop more respect 'teacher'.

I would see this as a very positive project. My son had a difficult childhood and it can be very difficult to motivate and manage him at times. He seemed to develop a keen interest in the music lessons being offered. It was also heartening to be invited to see the work which he had been doing. I would highly recommend this type of intervention. It certainly captured my son's interest and definitely reduced levels of misbehaviour.

Child 3: Parent Feedback

My child seemed more interested in getting his homework finished when the music lessons were offered as an incentive. I know that he was difficult to manage on a consistent basis for the duration of the Homework Club but he had a good degree of trust and faith in ‘teacher’. The biggest single impact was that he made an effort to do the prescribed written work if he got to do the music lessons. He previously would not have done any of this written work. He showed some respect for others. The fact that he continued to attend the Homework Club is down to the music lessons.

He seemed to work better with others, something which he always had difficulty with to date. The music lessons also helped with his self-expression and levels of confidence, an area in which he has always been lacking. It also allowed him to speak about his interest in music, and offered on occasion to exchange songs and tunes with his teacher.

The music lessons worked with my son so it is definitely worth using for children with similar needs. My child has emotional and behavioural issues and this kind of intervention should be used with children who have similar needs. Apart from the calming influence of the music it seemed to develop co-operation.

Principal Interviews

The Principal participated in two interviews, one mid-way through the study and the other at the end and the following important themes were highlighted:

Principal: Interview 1: Summary

The music lessons had a significant impact on the children’s behaviour as they saw the lessons as a reward if their work was completed on time. The children moderated their behaviour in advance of the music lessons in the knowledge that they may not have had the opportunity to participate. The project had a huge impact on this particular group of children who were extremely difficult to manage. It encouraged them to stay in the Homework Club, to attempt to complete their work, to see the benefits of good behaviour and to acquire an appreciation of the musical ability which many of them undoubtedly had.

Principal: Interview 2: Summary

The Music lessons had a major calming influence on the children. The incentive of participating in the lessons meant that many of them attempted to do a certain amount of their written work in advance, something which many would not have done without the incentive. A certain amount was thus achieved in the learning area and the general behaviour improved when they were engaged in an activity which they enjoyed. “I can remember the children throwing temper tantrums, using foul and abusive language and refusing to carry out instructions”. General behaviour improved and many of the difficult behaviours either ceased or declined. Behaviour during the music lessons was generally better than that experience during the completion of prescribed written work. “This project had a significant impact on the children’s behaviour and also enhanced their learning opportunities”. “It developed understanding between the children and their teachers, and the children and their peers”. “I would highly recommend this intervention”. “It offers a novel and positive approach in support of children with issues, and makes learning a positive experience for all”.

Figure 12 shows the actual Interview Structure with the Principal.

Figure 3.12.

Data Collection Tool: **Expert Interview: Principal: Interview 1**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

- 1. Do you feel that the music lessons had an impact on the children’s behaviour or learning? Explain why.**

The music lessons had a significant impact on the children’s behaviour as they saw the lessons as a reward if their work was completed on time. They were aware that any bad behaviour would result in the opportunity to participate being lost. Those involved saw a certain pride in being selected and were anxious to impress their peers.

- 2. Can you record any specific difficult behaviour that occurred over the course of the Homework Club?**

Use of foul and abusive language. Teasing and taunting of other pupils. Total lack of respect for their supervisors and other pupils. Running around the classroom. Complete disrespect for property. Ignoring all forms of instruction. Throwing temper tantrums.

3. What impact if any did the music have on the child's behaviour?

The children moderated their behaviour in advance of the music lessons in the knowledge that they may not have had the opportunity to participate. Following the lessons the pupils involved were on a 'natural high', pleased with what they had done and anxious to demonstrate to their peers.

4. What is your overall opinion about the project carried out for these targeted children?

This project had a huge impact on this particular group of children who were extremely difficult to manage. It encouraged them to stay in the Homework Club, to attempt to complete their work, to see the benefits of good behaviour and to acquire an appreciation of the musical ability which many of them undoubtedly had. I think was an excellent project, with much credit going to 'teacher' for the initiative, creativity and patience.

5. Would you recommend this type of intervention in the future? To whom and why?

This could be a very useful intervention in units which focus on ASD and EBD needs, as well as in other Educational environments, as it provides a different and creative approach to addressing challenging behaviours as well as developing and fostering creative skills and talents.

See appendix 5 for the Data Collection Tool: Principal-Final Interview upon completion of the sessions.

Special Educational Needs Team

A teacher from the Special Educational Needs Team emphasized the following themes in her interview:

The music lessons had a clear impact on the children's behaviour and learning. There is a history of absenteeism as well general learning difficulties. The child experienced significant trauma in the home which resulted in behaviour issues. He was very docile and engaged during the music lessons. He clearly enjoyed the lessons as he remembered music facts from

lesson to lesson, gave the tasks his full attention and demonstrated very high levels of concentration which resulted in success. “This level of motivation was rarely seen when the child was in the mainstream classroom environment”.

“The first child’s behaviour was extremely difficult”. He was highly distractible, had great difficulty with attention and concentration and showed high levels of over activity and impulsivity. He was continuously restless, would leave his seat, talked constantly and refused to engage with activities. The second child was often cheeky and confrontational. His behaviour was erratic and he often ‘acted out’ with outbursts of extremely disruptive and unpredictable episodes of bad behaviour.

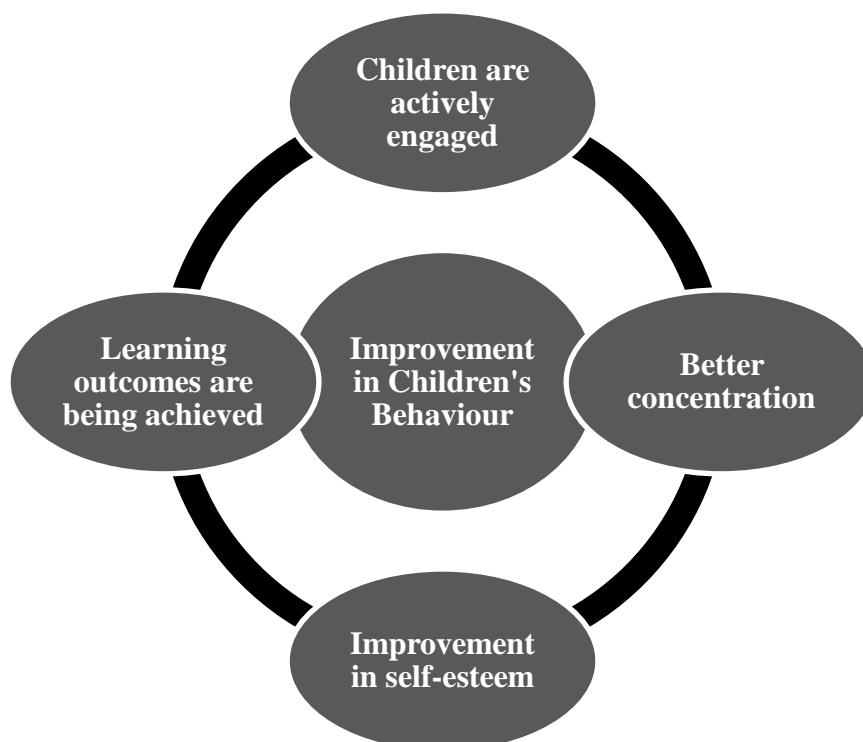
There was more cooperation between the children than usual and a longer attention span when engaging in musical activities. They refused to take part in activities but when put in a group and therefore under less pressure they eventually joined in. Offering choices was effective, like choosing musical instruments to play. The tasks were short and involved no reading or writing which is ideal for children with ADHD. As a result the child’s motivation and engagement increased. The lessons were very beneficial as they involved skills that children with ADHD have great difficulty with. For example keeping a beat on a drum, clapping to a rhythm or playing a crotchet or a minim involved sustained attention and left no opportunity for restlessness or fidgeting. The practical, hands-on nature of the music lessons allowed for movement, which is key for children with ADHD. This allowed the children the space to make a mistake without it being too noticeable. The targeted child particularly enjoyed listening to music and was remarkably calm and still when doing so. They enjoyed the lessons as they knew they could succeed. Success also provided the teacher with the opportunity to give genuine praise which made a positive impact on self-esteem. On a number of occasions playing on the drum was loud and expressive. On these occasions the children often got carried away and would bang extremely hard and out of turn. “It could be said that this was a good outlet for aggression which all too often spilled out in very destructive ways at other times in school”. “I believe music therapy would be very effective in dealing with his behavioural needs”. “I found the project very interesting especially as the targeted children had such varied educational and behavioural needs and yet they all benefited from it in their own individual ways”. “Music is such a powerful force and with more research like this project I feel confident that it can be used to great effect in education”. The majority of special needs that we encounter in primary school can be supported by a decreased emphasis on reading and writing, increasing practical, hands-on activities,

increasing children’s motivation and enjoyment of tasks, creating a less pressurised and more relaxed environment and offering children opportunities to succeed. “I would certainly recommend this type of intervention”. The benefits to the individual children were clear. “As their Learning Support teacher I will use what I have learned to inform my planning for those individuals and will also be able to recommend strategies for their class teachers to try”. Some pupils with ADHD prefer to work with background noise so class teachers may wish to allow them to wear headphones and listen to their choice of music while working independently. “Through this type of study we can develop new strategies and share good practice”. In dealing with special needs in particular, it is important to think ‘outside the box’ and explore unconventional approaches to teaching and learning.

See appendix 6 for the Data Collection Tool: Expert interview: Special Educational Needs Teacher.

As I analysed all of the data by matching, contrasting and ordering notes, I found three main themes emerging as part of the self-reflection and critical evaluation process (Cohen et al 2007). This allowed me to move from description to explanation (Cohen et al 2007). The aim of my analysis was to understand and focus on the uniqueness of the case studies in question (Bryman and Bell 2011). Figure 13 shows the themes that emerged from the data.

Figure 3.13



3.4. Ethics

Emphasis was placed on four main areas: “harm to participants”, “lack of informed consent”, “invasion of privacy” and “deception” (Bryman 2012, p.135). In relation to “harm to participants” (Bryman 2012, p.135), it was important to maintain confidentiality where the children’s identities, records and needs were concerned. This was also keeping in line with “confidentiality” and “anonymity” as outlined in the Letterkenny Institute of Technology (LYIT) Ethics Policies and Procedures document (LYIT 2017). Informed parental consent forms were obtained from the interviewees as they were under eighteen years of age and volunteers were given as much detailed information as possible about the elements involved in the research. This also adhered to the LYIT Ethics Policies and Procedures document in relation to “consents” and “the transparency of the research” (LYIT 2017). When interviewing participants I was mindful that they could refuse to answer a question if they felt that it is an invasion of their privacy even though they had signed the informed consent form (Bryman 2012). Therefore, I ensured that the participants had freedom of choice so that consent was carried out properly (Cohen et al 2007). In relation to “deception” my work is represented as it is and not something else (Bryman 2012, p.143). This also follows the LYIT Ethics Policies and Procedures document which refers to “publication” and “legal restrictions”. Therefore taking into consideration the literature of Bryman (2012) and the LYIT Ethics Policies and Procedures all background information about the children, reports and why they had been chosen for the case study was kept confidential.

The parents and guardians were informed of the exact nature of the research. They were issued with an information letter and consent forms using school headed paper. These were signed by the investigating teacher and the school principal. The information letter explained the title of the course, the nature of the study to take place and the time and venue of the study. The type of study was explained and the aim of the project within the specified timeline. They were informed that children would remain anonymous, that the project would be carried out with a small group and that findings would be presented to Letterkenny Institute of Technology. It was explained that feedback would be required from the children, parents and other teachers and that this would be presented in the final dissertation. See appendix 7 for the information letter.

The consent forms granted permission for the children to participate in the research and the teacher to read all relevant background information. Both forms contained the supervisor’s

details and email address. See appendix 8 for the consent form for the children to participate. I also received consent from the school principal allowing me to conduct the research in the school. See appendix 9 for the consent form from the School Principal for the teacher to carry out the research. Parents and all relevant parties were made aware that participants could withdraw up to the data analysis stage. The consent forms also granted me permission to have access to the necessary reports based on the children's specific needs. The official reports from professional bodies and outside agencies were accessed through the office of the School Principal, Fintan Keating, St. Mary's National School, Stranorlar, Co. Donegal.

All data was anonymised and protected using passwords. The school principal and myself (the researcher) had access to the data. The LYIT will have access to the findings and the LYIT Ethics Policies and Procedures was adhered to. All information was collected, processed and stored in compliance with relevant data protection legislation and in compliance with LYIT's guidelines for electronic storage. It will be stored for the duration of the child's remaining time in school, one to two years.

During the course of the study, the children participating in the project liked to go to the school hall on occasion to carry out the music lessons. In this case I had to be mindful of the child protection policy and procedures of the school. Therefore I worked with the children in a small group. Any one-to-one activities took place in the presence of the other teacher on homework club duty. I did not work with a child on a one-to-one basis on their own. The hall door was left open and the classroom door where the other teacher was present was also left open. The school hall and the classroom were in very close proximity of each other. Therefore this did not affect my ability to carry out the activities. On occasion I also had to be mindful of the noise level which was created through the use of the percussion instruments, and again I availed of the school hall as a resource.

In summary I followed all the procedures that were presented and passed by the ethics committee of Letterkenny Institute of Technology.

3.4.1. Sampling. Validity (Tracy 2010)

In order to ensure validity I adapted Tracy's Eight "Big-Tent" Criteria for Excellent Qualitative Research (2010). I considered the following points; (a) worthy topic, (b) rich rigor, (c) sincerity, (d) credibility, (e) resonance, (f) significant contribution, (g) ethics, and (h) meaningful coherence (Tracy 2010). I considered the use of an appropriate time scale and

adequate resources, I avoided selective use of data to create a positive or negative result, I used standardized procedures to collect data, and I ensured that the research question was answered without portraying results too soon or too late (Cohen et al 2007). According to Tracy (2010) good qualitative research is timely, relevant and interesting. Yin (2009) points out that it is necessary to have evidence gathered from different sources, errors and biases within the study needed to be minimized and all evidence needed to be reported fairly. Perakyla (cited in Silverman 2009) highlights the importance of the interpretation of observations and points out the need to use good quality recordings and transcripts so that the analytical conversation is reliable. According to Tracy (2010) worthy studies portray surprises, are interesting and encourage readers to make assumptions based on common sense. This helps achieve sincerity and credibility which is marked by honesty about the researcher's biases and goals and transparency (Tracy 2010). Self-reflexivity encourages writers to assess their own biases and motivations. It should begin at the early stages of the research and progress through the data collection, analysis, and presentation stages (Tracy 2010). Transparency refers to honesty about the research process whereby challenges, unexpected barriers and transformations which may have occurred along the way are recorded (Tracy 2010). It also refers to the need to acknowledge funding sources, supportive colleagues and participants. Self-reflexivity and transparency are necessary elements to achieve sincerity in qualitative research (Tracy 2010).

In relation to the generalizability of my case study research, I took into consideration the literature of Bryman and Bell (2011) whereby it is highlighted that the findings from a single case cannot be representative or applied generally to other cases. Simons 1996 (cited in Bassegy 1999) also highlights the difficulty of generalising from a single case. Tracy (2010) points out the need to focus on rigorous data analysis by concentrating on having a relevant amount of interesting and significant data gathered, focusing on the context given the aims of the study and using appropriate procedures in terms of interviewing practices, and analysis procedures.

I also considered Tracy's questions (2010) in relation to the study extending knowledge, improving practice or generating ongoing research. Therefore, I am aware that the findings from my study, using three specific children, are not valid in all cases of children with behavioural or educational needs.

According to Tracy (2010) it is also important to focus on procedural ethics whereby the importance of accuracy and avoiding fabrication is taken into consideration. Also relational ethics involving self-consciousness, critical evaluation and mindfulness of actions and consequences is essential (Tracy 2010).

3.4.2. Limitations and Challenges

There were some challenges that had to be addressed during the course of the study. One child was absent during four of the sessions as he broke his foot, and during the movement to music sessions he was unable to participate. However he did respond by playing the percussion instruments.

One of the other children was not allowed to take part in homework club for two days as his behaviour was unacceptable during class and for safety he had to be sent home at the usual time of school ending. This did limit some of the data collection in relation to observations during homework club. However the learning support teacher used some of the children's allocated time during her class to integrate the children into extra music lessons during my class time. The children were taken in separately at music time to join in with 6th class and they took part in the class activities. There was another limitation whereby the third child refused to participate on two occasions. He found it difficult to concentrate and requested that his parent would be contacted so that he could go home without doing homework club.

The aim of the following section is to summarise the findings from this case study with some conclusions and recommendations. I will look at this in two parts, namely findings which relate specifically to the children's responses and then those which focus on the teacher's responses.

4.1. Findings based on the Children's Responses to the Research

I discovered that the children had to be actively engaged from the very beginning of each music lesson. A limited amount of time could be devoted to giving instructions. As the literature suggests the children also needed to have the capability to work collaboratively, but I found that this was a skill that they had to develop over the course of the lessons so that they were not distracting each other. They responded well to a daily routine and the extra space in the school hall proved to be very beneficial to them as they could express themselves more freely.

During the sessions the children also requested if they could play some sport. A structure had to be put in place whereby they completed their homework first, then did twenty minutes of music and twenty minutes of football. Some days the children wanted go to the hall before completing the homework activities. Therefore the music was used as a reward. On a few occasions they were given the choice as to whether they would do written work or music first and it was noted that the music helped them to relax after a long day at school before starting into more written work.

It also became clear during the course of the study, the importance of the children taking responsibility for their own learning as this helped them to focus better. The element of providing them with a choice proved beneficial. They concentrated better when they had to pick out their own instruments and choose pieces of music to respond to.

Another finding in relation to the children's responses to the music lessons was that they loved using their mobile phones to record and listen to music. Therefore the whole area of using ICT in music and having resources readily available became an important element for the successful teaching and learning over the course of the study. I would recommend more use of ICT in teaching music lessons. However the literature does not address what the best

resources are for the primary school or how resources and equipment should be funded. This is a definite area for further research. Teachers may also need more in-service training on what programmes to use for music and how to use them. This is not fully addressed in the literature, namely opportunities for teachers to upskill in music technology.

4.2. Findings based on the Teacher's Responses to the Research

It was essential to be organised and prepared for each lesson to prevent a chance for the children to misbehave. All resources needed to be gathered in advance especially when the hall was being used and the lessons had to be planned in detail to ensure smooth implementation whereby the needs of the children were met. The 20 minutes had to be used effectively in order to maximise the output.

The element of building each lesson on the children's prior knowledge became evident as an important theme during the research. I noted how the children's levels of self-confidence increased as they became more familiar with the concepts and engaged in the activities from previous days. Their ability to play instruments and be familiar with the activity contributed to positive behaviour.

I also learned that it was necessary to be very flexible and adapt lesson plans according to the behaviour on a particular day. On occasion it the group had to be split due to the unsettled behaviour of one of the children which could trigger the other two. In contrast, co-operative learning and collaboration helped the children develop their self-confidence. Rewards, competitions and self-reflection through musical conversations seemed to generate a great incentive for good behaviour.

Differentiation and Assessment tools were they key to creating fun, interesting and challenging lessons with a student centred learning approach. Assessment for Learning was on-going and part of the daily lessons but the literature lacked in providing a more summative assessment method for music in the primary school. The onus was on the teacher to assess the situation carefully and meet the needs of the children accordingly.

The teacher's self-efficacy in teaching the music and also in dealing with such severe behaviour was tried and tested. It was important to be confident in the approach to dealing with temper tantrums, abusive language and the refusal to do work, but it was also important to build up a positive relationship with the children where mutual trust was evident. High levels of patience and tolerance were required from the teacher and constant praise and

encouragement had to be given to the children. It was important to focus on the situation and not personal feelings and use time effectively and creatively. In a situation whereby the behaviour of the three children was extremely difficult to manage, it was important to stay calm, use a firm voice without shouting and use eye contact. The development of a therapeutic environment by playing calming music was an approach that also worked in a difficult situation. The scene by having classical music playing in the background when the children first entered the homework club sessions and this worked most of the time.

The literature suggests that working with the challenging feelings and behaviours of certain pupils can seem difficult but by focusing on one main aim and specific objectives a positive outcome can be achieved. For example cope with the way that the person behaves at present and help the person make progress and change (Hewett 2002). I adopted this approach when working with the children and I saw it as a strength. Through my dealings with the children with behavioural needs, I also agree that school structures need to show flexibility and staff need to be open-minded to the difficulties that children may have (Hewett 2002).

To summarise, I go back to an important point mentioned earlier

If children cannot read, we teach them
If children cannot write, we teach them
If children cannot swim, we teach them
Therefore,
If children cannot behave, we.....

and music can be used as positive learning experience to teach them.

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Appendices

Appendix 1: SESS Behaviour Resource Bank

Attention Deficit Hyperactivity Disorder. Classroom-management tips.

It is very important to examine the physical environment carefully and remove and/or change anything you think may impact negatively on the child's behaviour and learning.

- Clear all clutter from around the child. Give the child a large box for all their belongings if necessary. Have a separate set of pencils, rubber etc. available for the child to avoid conflict in group situations
- Mark a space with clear tape on the ground around the child's desk and chair and explain to them that this is their working area. Use coloured tape on the floor to indicate spaces; and footsteps to show where walkways are. Use a red line on walls to indicate STOP and THINK. This could be used at all the transition areas i.e. leaving and entering the room.
- Avoid all distracting stimuli. Try not to place the child near heaters, doors, windows or any other high traffic areas in the room (Charts with blue tack on the back of them are great distractions for pupils with AD/HD). Children with AD/HD do not handle change well so avoid changes in physical location where possible.
- Seat the child near to you but include as part of the regular class. Maintain proximity without being intrusive. Ensure the child is in a row or a group desk where s/he is looking directly at you without facing other children.
- The child with ADHD needs quietness more than others to concentrate. So if possible, have a desk or area designated as a quiet area where they and other children can go. Be careful not to use this particular area as a sanction. Use a visual cue to indicate that it is a quiet area. Ask the child to design labels for the area. It could be used to listen to music on headphones or when the child needs to relax. Experiment listening to different types of music.
- Surround the child with good role models. Select a peer buddy. Children with ADHD work better in pairs than in groups as it puts less pressure on them socially.
- Use small picture cards for work tasks on desks to act as reminders. Use Velcro on the desk for younger children so you can organise their work materials and visual cue cards easily.

- Scan the covers of the class books and make a visual cue chart where you stick up the cover of the book that is required for each task. This can also be used for putting up the books needed for homework.

Teaching tips

- Always be precise and clear when communicating with the pupil
- Give the child something unobtrusive to fidget with during listening times (e.g. a small piece of play-doh or a stress ball)
- Children with ADHD often favour particular learning styles. Establish the child's learning style and their strengths. Make sure tasks fit within the children's learning abilities.
- Make tasks interesting to hold the pupils attention. Vary your delivery. Where a child is faced with a large amount of work on a page (e.g. Maths) break the page into smaller units-this will ensure that there is an element of success. Check that disorganisation isn't the reason for non-completion. Chose rewards carefully.
- Allow the child to present his/her work in various ways (i.e. computer, dictaphone mind maps, diagrams or pictorial format etc.) Make full use of computers as they provide immediate feedback. Ask the child to rehearse instructions or provide them with written or visual versions. Use cooker timers /sand timers/clocks so that the child does not forget the amount of time available for a task
- Colour code the children's books into different subject areas and arrange for the student and a buddy to organise their work space before leaving school each day.
- Teach the child to make checklists or schedules. Try and follow a structured timetable and be close by to supervise the child at transitions from one setting to another (e.g. going to the hall at PE times)
- Try to minimise the amount of time the child is left waiting with nothing to do. Encourage the pupils to ask a 'study buddy' for help. Consider allowing the child out for a run or walk during the day with an adult supervisor.
- Anticipate and prepare for school trips. Always seek out extra supervision.

Behaviour-Management tips

- At all times, make sure the child and class know that you like him/her even when the behaviour is not acceptable.
- Display, discuss and reinforce class rules.
- Encourage a problem solving approach in which the child is encouraged to generate solutions into his/her own difficulties. The child is more likely to respond to this constructivist approach than punishing the crime. In fact, punishment is actually more likely to lead to even more oppositional/ defiant behaviour.
- Take time to observe the child's behaviour during whole class, group lessons and on the playground. Look for support from the Resource Teacher to allow you observe the child and also give the Resource Teacher opportunities to observe the child's behaviour while you teach also. Identify the trigger for the behaviour you wish to change.
- Focus on modifying one behaviour at a time. Prioritise the most disruptive behaviour. Try a clear and consistent behaviourist approach with a definite target in mind (e.g. give the child five smiley stickers or stars at the beginning of each day. All s/he has to do to keep them is not to shout out when the teacher is talking. Each failure merits the loss of one sticker, but if three stickers are retained, the child gets a reward. Collaborate closely with the child's parents when using any merit reward system as reinforcement at home can lead to more success.
- Try to use merit certificates and praise as a reward. Use feedback and consequences as quickly as possible following the target behaviour.
- Allow children with AD/HD preferential access to computers. It is a fact that children with AD/HD are able to concentrate significantly longer on computer based tasks than on pencil and paper tasks.
- Time-out could be used. Sometimes children with AD/HD get to the stage where, for their own safety and for the safety of others, we may have to give them time -out. The most important feature in using time out is that the school has a whole school policy on the use of it. You must consider who will supervise the child and where will they go? The severity of the behaviour should determine where time out takes place. In using time out try to remember to:

1. Keep calm

2. Give clear firm direction respectfully to the child

3. Avoid giving class work or tasks during time out
4. Avoid arguments, discussion or bargaining
5. Redirect the class to their work calmly

Finally as teachers we question if it is fair on the other children when they see the child with AD/HD getting so much attention and being rewarded for the simple things that they do naturally every day. As teachers of children with AD/HD when faced with this dilemma we should always consider the following statement and this could guide us in supporting all our pupils.

“Fairness isn’t giving everybody the same; it’s giving what everybody needs”

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Appendix 2: Overall Whole Data Collection Plan

January 15th 2018- April 30th 2018.	January 31st 2018.	February 28th 2018.	March 21st 2018.	April 30th 2018.	May 2018.	May 2018.	May 18th 2018.
Ongoing observations of the children during the music lessons.	Collect feedback from the children- Monthly interview 1.	Collect feedback from the children- Monthly interview 2.	Collect feedback from the children- Monthly interview 3.	Collect feedback from the children- Final monthly interview.	Gather feedback from the parents.	Carry out expert interviews: Principal and Special Educational Needs Teachers.	Final date for collection of all relevant data.

Appendix 3: Detailed plans of the Music Lessons which took place during the Homework Club Sessions

January 2018

Week 1: Music Lesson 1: Monday 15/01/2018

1. Activity: Body Percussion.

The children were required to repeat rhythmic patterns modelled by the teacher.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Was reluctant to participate in the activity at the beginning. Participated in collaborative group work when the other two children engaged. Showed good rhythmic ability. Concentrated on three patterns. Got distracted by one of the other children. Didn't engage in the last two parts of the activity.</p>	<p>Showed good rhythmic ability. Concentrated and focused during all of the activity. Was more engaged than child one.</p>	<p>Had been very distracted initially at the beginning of the homework club session but engaged fully in the activity. The active activity seemed to help with concentration as he listened and followed the rhythmic patterns.</p>

2. Activity: Percussion Instruments.

The children were provided with a snare drum, tambourines, conga drums and a cymbal and were allowed to explore freely and investigate the sounds that could be created.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Showed an interest in the percussion instruments. There was an increase in levels of concentration. The instruments were explored and there was no distraction.</p>	<p>Worked collaboratively with child 3 using the snare drum and the cymbal. They came up with a rhythmic pattern and played it together.</p>	<p>Worked collaboratively with child 2 using the snare drum and the cymbal. They came up with a rhythmic pattern and played it together. Engaged fully in the activity.</p>

Attention was given to the conga drums and rhythms were tried on the drums.	Very good concentration levels.	
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Music Lesson 2: Tuesday 16/01/2018

1. Activity: Body Percussion continued.

The children were required to repeat different rhythmic patterns modelled by the teacher.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Participated in all parts of this section of the lesson today. An improvement from the previous day. Joined in with the other children but didn't try to disrupt or distract the others.	Seems to enjoy this activity. Was loud and unsettled during the homework activities, but he engaged in the practical hands on music activity.	Very loud and disruptive at the beginning of homework club today again. Needed one-to-one assistance with written activities. Seemed happy to begin the music session. Watched the teacher, repeated the rhythms and remained focused for this part of the lesson. Was not disruptive like earlier.

2. Activity: Percussion Instruments continued.

The children were again provided with a snare drum, tambourines, conga drums and a cymbal and explored freely.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Chose the conga drums again. Was not interested in the other instruments. Experimented with the drums and tried different rhythms and beats. Remained focused for the	Continued the rhythmic pattern from the previous day. Used both the snare drum and the cymbal. Remained engaged and focused throughout.	Worked with child 2 but used one of the conga drums. Remained seated, focused and engaged in the activity. Did not shout or complain about the activity. Seemed to be

duration of the lesson. Free play was allowed so the sounds of the drum could be explored.		completely focused for the duration.
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Music Lesson 3: Wednesday 17/01/2018

4. Activity: Body Percussion, further development of skills.

The children were required to further repeat a variety of rhythmic patterns modelled by the teacher.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
A recap of the previous rhythms was carried out. New rhythms were introduced as this was necessary to keep concentration. Was slightly unsettled during this part of the activity today and tried to interrupt the other two children. The activity had to be changed promptly. Was unsettled in class earlier and on yard.	Was more unsettled at the beginning of homework club today. Was very reluctant to do his written activities. Needed more assistance. Only engaged in two rhythms. The activity had to be changed.	Very loud and refused to complete his homework. Continued to need one-to-one assistance. Was walking around the room. Did not engage in the body percussion today.

5. Activity: Percussion Instruments, further development of skills.

The children were provided with a snare drum, tambourines, conga drums, a cymbal and triangles and continued to investigate and explore the different instruments.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
The drums were a good resource in helping to build up focus and concentration. The	Chose the snare drum and cymbal again. Settled and concentrated. Behaviour	Was encouraged to explore the tambourines but was not interested. Worked with child

first time that the child was more engaged today.	improved for the last part of the session.	2 collaboratively using the drum and cymbal. Also used the conga drum. Did try to disrupt child 2 initially, but concentrated for the last five minutes of the session. An improvement in behaviour was evident and more interest was apparent in the activity.
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6. Activity: Steady Beat.

The children worked on maintaining a steady beat using a variety of pieces of music.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Concentration levels increased during this part of the activity. The child was engaged and used the conga drums to explore the steady beat within the music. The child did not show any interest in the other instruments. Remained focused for the final part of the lesson. This was an improvement from earlier.	Behaviour continued to improve. The child listened and followed the teacher in keeping the steady beat. The child as more engaged than at the beginning of the session. Calming music was used.	The child did engage in this part of the session. There was an improvement in levels of concentration from the beginning of the homework club session.

Week 2: Music Lesson 4: Monday 22/01/2018

3. Activity: Steady Beat, continued.

The children were required to maintain a steady beat modelled by the teacher and were introduced to note values.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>The child refused to complete written homework activities. A change of task was required. I allowed him to begin the music session slightly earlier. He showed interest in the lesson about note values and experimented with the conga drum.</p>	<p>Child 2 needed one-to-one help immediately with starting homework activities and needed movement in the room. He was shouting out and distracting the other two children, and they joined in with him. Music was started earlier also for this child. Initially he did not engage in the activity about the note value. The snare drum was introduced and he then began to focus.</p>	<p>Was distracted by child 1 and 2. With one-to-one help he completed his homework, and he joined the other two children in a separate room. He engaged by using the cymbal.</p>

4. Activity: Rhythm Development.

The children were provided with more percussion instruments and rhythmic patterns were repeated and composed.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Levels of concentration improved. Interest was shown in rhythmic patterns. When he feels confident in his ability to complete the activity, he seems to join in better.</p>	<p>Levels of concentration and listening skills developed. He managed to follow and repeat the patterns.</p>	<p>There was an improvement in behaviour from the beginning of homework club.</p>

Music Lesson 5: Tuesday 23/01/2018

1. Activity: Steady Beat, further development of skills.

The children were required to further develop skills in maintaining a steady beat and understanding note values.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
There was an improvement in participation for this part of the lesson today. He was ready to work on the music task even though he appeared slightly tired after completing most of the homework tasks.	One-to-one attention was required with the music activity. He was unable to complete the homework. Music was used instead; he slowly began to engage in the activity.	This child could not sit in the seat, and he was shouting out. Calming background music was played. Slowly he began to engage in the steady beat activity with child 2.

2. Activity: Rhythm Development, further development of skills.

The children were provided with more percussion instruments and skills in composing rhythmic patterns were further developed.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
There was full engagement in this part of the activity today.	An improvement in concentration levels was evident for this task. The child seems to like listening and responding to rhythmic patterns.	He continued to work with child 2 and they both tried the patterns together. A definite improvement was shown in levels of concentration as he engaged fully towards the end of this part of the lesson.

Music Lesson 6: Wednesday 24/01/2018

1. Activity: Listening and Responding.

The children were required to listen to two pieces of music and discuss the contrast between tempo and dynamics.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
The child was unsettled at the end of the school day therefore the music was started straight away. He immediately paid attention to the fast piece of music. It was important to have the slower piece as a calming mechanism. There was participation in the discussion, and this showed a definite positive impact on the behaviour in comparison to earlier.	Also engaged in the activity. The faster piece seemed to make him extra lively, therefore only a short excerpt was played.	Got distracted by child 2 and became lively with the faster piece of music. I wondered would it have been better to do this activity individually. The slower piece did seem to have a calming effect. All three boys participated in the discussions. This showed good engagement and a positive attitude to the activity.

2. Activity: Listening and Responding and Steady Beat.

The children listened to a different piece of music and worked on keeping the steady beat using percussion instruments.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
It was necessary to use a slow piece. There was very good participation in the activity. The music seemed to have a calming effect.	Observed the levels of participation of child one and also joined in with enthusiasm. A very good effort was made and there was a notable calm reaction to the slower piece of music.	Also worked well for this activity. Was not as lively with the slower piece. A good improvement in behaviour was monitored.

Week 3: Music Lesson 7: Monday 29/01/2018

1. Activity: Clapping Rhythms. Further development of an awareness of rhythm.

The children clapped rhythms using the terms 'tea', 'coffee', 'coca cola', 'soup'.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Listened to the rules of how to treat the instruments with care and respect. Engaged in tapping the steady pulse using two fingers on the palm of his hand. Was able to guess the amount of taps for 'coca cola'. Remained very engaged in the activity.	Examined the various instruments on display. Was focused on listening to how they could be played and explored the sounds independently. Initially he did not keep time with the other children while tapping the word 'tea'. However he decided to join in properly after a few minutes. The other two children ignored him.	Ran to the music table to explore the instruments but returned to his seat in an appropriate manner after having spent time listening to the different sounds. Was very focused on tapping the rhythms. Seemed to enjoy the best for 'coffee'.

2. Activity: Stem Notation.

The children were introduced to a grid on the white board which displayed stem notation to represent a rhythm.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Managed to clap the rhythm in the grid with the other two children. Was instructed to keep the steady beat while the other two children clapped their rhythms. Continued to remain focused during this activity.	Was also engaged in the activity with child 1 and 3. Worked with child 3 to keep a rhythmic pattern. Showed good concentration levels. Behaviour was calm and manageable.	Appeared much more settled than at the beginning of the session. Managed to clap the rhythm at the same time as the other two children. Remained focused on the task. Settled even more into the activities as the session developed. Worked with child 2 keeping the rhythmic pattern.

Music Lesson 8: Tuesday 30/01/2018

1. Activity: Responding to Rhythmic Patterns using Stem Notation.

The children were required to use their manipulative and listening skills by playing percussion instruments and following patterns. They had to remain focused.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Was very unsettled at the beginning of the lesson today. Refused to tap out the rhythmic pattern with the other children. Tried to distract the other two children. Was given the choice of using an instrument. Chose the bongos. Started to focus on the activity after a short while.	Was more settled at the beginning of the session today. Was looking forward to tapping out the rhythms. Chose to use the cymbal. Noise levels had to be monitored and controlled. Focused on playing a number of rhythmic patterns using staff notation while the teacher kept the steady beat.	Engaged much better than yesterday. Maybe it was because he was more familiar with what was happening in the lesson. Chose to use the tambourine to follow the rhythmic pattern. Worked well with child 2 during this activity. They seemed to encourage each other.

2. Activity: Chime Bars. Further development of their ability to play chime bars.

The children were required to listen to chime bars played by the teacher and raise their hands if they had the same sound. Chords CEG, FAC and GBD were used.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Managed to walk in an appropriate manner to pick a chime bar from the music table. The team points encouraged him to try his best. He enjoyed listening and responding. He was very engaged throughout the entire activity.	Worked extremely well with the other two children. He enjoyed scoring points and listened carefully as each note was played. Behaviour showed very good levels of concentration. Engaged very well during improvisation at the end of the session.	Engaged in a focused and concentrated manner during this activity. He was able to pick out the different sounds to help his team. He enjoyed exploring independently the sounds at the end of the session.

Music Lesson 9: Wednesday 31/01/2018

1. Activity: Chime Bars, chord progression.

The children continued with the game from the previous day upon request.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Was totally engaged from the beginning of the session. Listened carefully to the sounds played by the teacher and had the ability to pick the correct corresponding chime bar. Was given the chord of 1-C major CEG and patterns were played by the teacher on the piano and the child listened and played when it was his turn. Time was given at the end for improvisation and he seemed to enjoy this.</p>	<p>Was also very settled at the beginning of the lesson and showed an enthusiasm to begin the chord recognition. Was given the chord of 4-F major FAC and listened carefully and played when it was his turn. Was actively engaged in the activity during the whole session. Switched chords with the other children during improvisation. Was engaged in the exploration the different sounds.</p>	<p>Started into the activity straight away. Listened for the sounds, contributed to the discussion. Play the chord of 5-G major GBD. Followed the instructions given by the teacher and waited for his turn to play the chord. Remained focused for the entire 25 minutes. Concentrated fully during improvisation. Seemed to enjoy using the different notes. Worked well with the other children.</p>

February 2018

Music Lesson 10: Monday 5/02/2018

3. Activity: Chime Bars, chord progression.

The children continued to develop skills in playing the chime bars using a variety of chord progressions.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Was very unsettled for most of the session. Needed a movement break. Distracted the other two children.</p> <p>Behaviour was difficult to manage after lunch time due to an incident on the school yard.</p> <p>Very moody, didn't listen to instructions, spoke inappropriately to the teacher and refused to engage at the beginning of the lesson. Time and space was required.</p> <p>Towards the end of the session he joined in with the chord progression activity in his own time. The school hall was a good area for extra space.</p>	<p>Initially got distracted by child 1. It was intended to introduce a new topic but due to low levels of concentration it was more beneficial to revise the more familiar activity and begin straight into the lesson.</p> <p>The teachers plan had to be changed slightly. Behaviour settled and he concentrated on playing a variety of chord progressions which were accompanied by the teacher on the piano. Patterns included: 1-4-5, 1-5-1, 1-4-1, 1-4-5-1.</p> <p>He also made up his own patterns.</p>	<p>Was very distracted by child 1. Needed to begin an activity immediately. Used different chime bars and settled into the chord progression activity.</p> <p>Was very engaged by the end of the session. A good improvement in behaviour was evident and he worked in a positive way with child 2.</p>

4. Activity: Listening and Responding.

The children responded to a variety of music through movement and playing instruments.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>The movement helped him release tension.</p>	<p>Responded well to movement through music and playing</p>	<p>Chose to play the cymbal. Focused on listening to the</p>

	percussion instruments. Enjoyed improvising on the snare drum. Concentration levels improved as the session developed.	steady beat. Behaviour was more manageable at the end of the session.
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Music Lesson 11: Tuesday 6/02/2018

1. Activity: Chime Bars, further development.

The children continued to further develop skills in playing the chime bars using a variety of chord progressions.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Behaviour was difficult to manage today again. Refused to engage at the beginning of the lesson. Time and space was again required. Towards the end of the session he joined in with the movement to music and the playing of the percussion instruments.	Was distracted by child 1 again. Activity was started immediately. Behaviour settled and he concentrated on playing the chime bars.	Was also distracted by child 1 but did focus on the task a few minutes after it was started. Experimented with different chime bars. There was a good improvement in behaviour.

2. Activity: Listening and Responding.

The children picked another piece of music from the various genres on the laptop.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
He responded better to the movement to music similar to the previous day.	Was very engaged at the end of the session. Concentrated on playing a variety of percussion instruments.	Behaviour was very good at the end of the session. Explored sounds on the electric piano.

Music Lesson 12: Wednesday 7/02/2018

1. Activity: Revision: Chime Bars. Listening and Responding.

The children experimented with more chord progressions and new chords.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Had to be separated from the group for the beginning of the session.	Was totally engaged from the beginning. Choice was given as to what activity he wanted to participate in first.	Was much more focused from the beginning of the session. Participated fully in all aspects of the lesson. Was able to listen about new chords and progressions.

Music Lesson 13: Monday 12/02/2018

4. Activity: Chime Bars.

The children recapped on the previous lessons during which they accompanied the teacher on the electric piano.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Listened to instructions, spoke appropriately and engaged in the lesson. A good improvement from last week. Played CEG chime bars. Followed the structure of a piece outlined on the board. Showed good levels of concentration. Was capable of carrying out the task even though he missed it last week.</p>	<p>Played chime bars FAC. Was very familiar with this from last week. Showed good levels of concentration and confidence.</p>	<p>Played chime bars GBD. Participated in the activity with enthusiasm. Behaviour was calm and focused.</p>

5. Activity: Rhythmic Development.

The children developed memory skills through repeating rhythms played by the teacher.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Managed to repeat the rhythm on a chime bar which was played by the teacher. Showed good listening skills.</p>	<p>Engaged in repeating chime bar rhythms which were not written down. Concentrated and showed good memory skills development.</p>	<p>Participated in the activity but had difficulty with repeating the rhythms. Needed to hear them a number of times. Got help from the other two children. There was evidence of good co-operative learning.</p>

6. Activity: Rhythmic Development.

The children developed manipulative and memory skills through repeating rhythms played by each other.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Engaged in the group work very well. Composed rhythms on the chime bars, presented them to Child 2 and Child 3 and repeated patterns which he heard. Levels of concentration, focus and engagement were very good. Listened to the teacher’s explanation about ‘call and echo’.</p>	<p>Also worked very well during this activity. Was very interested in composing his own rhythms. Levels of confidence seemed very positive due to his prior knowledge of the activity. Listened to the teacher’s instructions.</p>	<p>Participated in the activity but had difficulty with repeating the rhythms. Needed to hear them a number of times. Got help from the other two children. There was evidence of good co-operative learning. Also listened to the teacher’s explanation about ‘call and echo’.</p>

Music Lesson 14: Tuesday 13/02/2018

1. Activity: Chime Bars.

The children participated in a 'Call and Echo' game whereby they repeated the rhythm played by the teacher from memory.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Wasn't completely focused at the beginning of the lesson. He got into trouble before homework club while his class teacher was at choir. Needed encouragement, time, space and positive reinforcement. Joined in when he decided that he was ready. Showed good capability in responding to the 'Call and Echo' game.</p>	<p>Was able to repeat the rhythm from memory which was played on the piano. Showed no difficulty in doing this. Was interested, engaged and responsive in a positive manner.</p>	<p>Visual aids were provided in order to help him repeat the rhythms. He focused on the 'Call and Echo' game. There were no behaviour issues.</p>

2. Activity: Composing.

The children participated in a 'Call and Answer' game whereby they composed a response to a rhythm played by the teacher on the electric piano.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Listened to the teacher's explanation of the 'Call and Answer' game. Was able to imagine that a musical conversation was taking place. Participated very well in group discussions related to the activity.</p>	<p>Asked questions about the 'Call and Answer' game. Was able to demonstrate how someone could be angry in a conversation by beating quickly and forcefully on the chime bar. Also contributed to the group discussion.</p>	<p>Showed interest and attention when the 'Call and Answer' game was being explained. Was able to have a musical conversation with the other children by taking turns. Had very good ideas of how to express emotions.</p>

Music Lesson 15: Wednesday 14/02/2018

1. Activity: Composing.

The children chose to play the 'Call and Answer' game.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Was very engaged during the entire session. Played different emotions on different instruments. Free playing, exploration and improvisation were observed. Behaviour was very settled.	Worked very well with Child 1. Also explored the various instruments and how sounds could portray emotions. Always likes to play the snare drum and the cymbal. Behaviour was settled, calm, focused and very positive.	Unfortunately Child 3 was absent for this session.

Music Lesson 16: Monday 19/02/2018

1. Activity: Exploration of the Keyboard.

The children improvised on the keyboard and played chords.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Was settled initially but joined in with child 1 and behaved inappropriately-language, walked around the room, was calling out. All three children showed unsettled behaviour and had to be taken to the hall immediately.	Was very hyper for the beginning of the session. Language and attitude was totally unacceptable. Was taken straight to the school hall and he settled by exploring the sounds and features on the electric piano. This was all he was capable of doing for the session.	Joined in with the other two children, was speaking back, refused to do homework, wouldn't sit down.

Music Lesson 17: Tuesday 20/02/2018

1. Activity: Exploration of the Electric Piano.

The children requested to improvise on the keyboard and play chords.

All three children agreed to complete their homework first and as a reward they got to play on the piano. Each child focused, took turns and engaged in the activity. They chose to work on the piano for the full session.

Music Lesson 18: Wednesday 21/02/2018

1. Activity: Piano.

Similar to the previous day the children managed to complete their written homework first and then played the piano. They explored the different sounds, high pitched notes and lower pitched notes, I taught them chord progressions.

Music Lesson 19: Monday 26/02/2018

1. Activity: Piano. Child 2 was absent.

Music Lesson 20: Tuesday 27/02/2018

1. Activity: Piano. Child 2 was absent.

Music Lesson 21: Wednesday 28/02/2018

1. Activity: Piano. Child 2 was absent.

March 2018

Music Lesson 22: Monday 5/03/2018

3. Activity: Rhythmic Notation.

The children recognised various rhythms on the board and discussed the different note values.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Was very disruptive at the beginning of homework club and needed to begin with the music lesson. Was able to count the number of beats which accompanied the rhythms. Listened while the teacher introduced the terms ‘bar’ and ‘bar line’ and focused on counting the amount of steady beats in each bar. Showed improvement in his levels of concentration as the lesson progressed.	Returned to school. After the first five minutes of the lesson child 2 joined child 1. Was very engaged during the teacher’s discussion about music ‘bars’ and ‘bar lines.	After the first five minutes of the lesson child 2 joined child 1. Listened intently today. Seemed to be interested in the new concept. Counted the beats along with the teacher.

4. Activity: Composing.

The children composed their own rhythms.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Worked well with the other children for this part of the lesson. He listened to the teacher as instructions were given about appropriate instruments to use for the composition.	He decided to keep the steady beat of four counts per bar. He recorded the piece on paper using stem notation as on the whiteboard with assistance from the teacher.	He decided that he would take on the role as conductor. He assisted child 2 with recording the piece using stem notation. The teacher continued to provide assistance.

Lesson 23: Tuesday 6/03/2018

1. Activity: Composing.

The children composed short pieces of music based on all prior knowledge.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Started immediately with the music lesson. There was an improvement in behaviour in comparison to the previous day. Based on assessment methodologies we continued with the composing activities. Was very engaged throughout the lesson.	Also focused during the lesson. Was inquisitive as to which instruments would be used for performance purposes. This showed a good level of confidence when he was prepared to perform the composition.	Was absent for the lesson.

Session 24: Wednesday 7/03/2018

1. Activity: Composing.

The children continued with their compositions and performances.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Worked in the group and also individually. Showed good performance skills.	Was focused during the lesson. Added good comments during discussion time. Asked to play the cymbal and the drum. Showed interest in his learning and good levels of self-esteem during the performances.	Listened carefully to all instructions and managed the task even though he was absent for the previous day. Concentration levels were very good. He played the tambourine, triangle and cabasa with conviction.

Lesson 25: Monday 12/03/2018

1. Activity: Sound and Silence Games.

The children further developed their listening skills and knowledge of dynamics in music.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
<p>Was absent for the lesson.</p>	<p>Was hyper entering the Homework Club room. It was a good idea to have the music lesson at the beginning of the session. Had to repeat a variety of claps including one loud clap followed by a very quiet clap. Repeated one loud clap followed by one quiet knee slap. This really required attention and concentration. Managed to join in with the teacher clapping and patting a steady beat on the knees. Followed the unison pattern of clapping and resting. Was able to return to Homework Club and complete written activities after the music lesson.</p>	<p>Was more settled today and was able to ignore Child 2. Had to repeat one quiet clap followed by one loud clap. Repeated two loud claps followed by two quiet claps. Managed to echo the rhythms clapped by the teacher and Child 2. Very good concentration. Was able to follow the teacher when the steady beat was broken into sound and silence by clapping for two beats and resting for two beats. Participated very well during the whole lesson. Behaviour was very good.</p>

Lesson 26: Tuesday 13/03/2018

3. Activity: Sound and Silence Games continued.

The children worked collaboratively and further developed knowledge of dynamics.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Returned to school. Was able to participate in the Sound and Silence Game from the previous day. Listened to the teacher's instructions, showing good listening skills and remained on task, showing good levels of concentration.	Was actively engaged in all of the activities. Was able to say his full name in the rests by dividing it into syllables.	Showed great levels of concentration during the activity whereby he had to work in the group clapping a 'conversation' using sound and silence and dynamics. He was able to nod his head during the rest in the music so as not to lose the steady beat.

4. Activity: Composing.

The children composed and recorded rhythms with a beginning, middle and end.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Needed assistance from the teacher. Encouragement and positive reinforcement helped keep him on task.	Also needed help with writing a more structured piece of music. Remained on task. Behaviour was good.	Managed to work individually.

Lesson 27: Wednesday 14/03/2018

The children revised all of the activities which they carried out during the previous days. They were even more confident and enthusiastic in their responses. They also took responsibility for their own learning by suggesting ways of indicating a silent beat through shaking shoulders, heads and hands. They enjoyed using the recording devices to record their performances.

Lesson 28: Monday 19/03/2018

1. Activity: Language and Symbol Recognition.

The children learned Italian terms and symbols for music.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Was very interested in hearing the Italian terms for dynamics and listened attentively. Even though he doesn't usually take part in all written activities during class he made note of the musical symbols on a large flip chart page. There was good attention to detail.	Worked well with Child 1 guessing the Italian terms. The paired work of recording the symbols helped keep his focus.	Needed time and space to improvise on the electric piano. Was shouting out and using inappropriate language upon entering the Homework Club room.

2. Activity: High and Low Pitch Recognition.

The children learned to distinguish between high and low pitched instruments.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Followed the hand signals presented by the teacher to indicate high, low or middle. Listened to the sounds and commented on the pitch.	Was able to concentrate on 'high' and 'low' pitched sounds. Seemed to understand the term 'pitch'. Focused on grouping a set of instruments	Did not engage in the rest of the lesson with the other two children. Seemed more settled while improvising on the piano. The situation was

Ignored Child 3 for the duration of the activity. Remained on task.	according to pitch. Was able to ignore Child 3 for the duration. Was actively engaged.	assessed and the child's needs were met accordingly.
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Lesson 29: Tuesday 20/03/2018

1. Activity: Quiz.

The children questioned each other about high and low pitch sounds and instruments.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Showed a very good development in listening skills.	Concentrated very well during the quiz.	Had another disruptive day at school. Needed time-out. Chose to work on the electric piano again.

2. Activity: Recognition of Tuned and Untuned Instruments.

The children explored whether or not the pitch of the instruments corresponded to the notes on the piano.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Showed his naturally talented musical 'ear'. Was able to match the pitch of the instruments to the notes on the piano.	Explored the sounds but found the task difficult. Did not give up which was a very positive sign.	Started to engage in the activity because it involved the piano. Seemed to settle down towards the end of the session.

Lesson 30: Wednesday 21/03/2018

1. Activity: Tonic Solfa.

The children developed skills in composing and using tonic solfa.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Seemed to enjoy playing the tuned instruments and saying the tonic solfa each time. Put words to the tonic sofa that Child 2 was working on.	Started putting tonic solfa pitches such as doh, re, mi, fah, soh to the rhythm that was composed during the previous sessions.	Absent.

April 2018

Lesson 31: Monday 16/04/2018

3. Activity: Concept Map.

The children

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Was able to record a concept map on the flip chart page of all the musical elements learned to date. Was already familiar with how to complete concept maps from other class activities. Some assistance was provided but overall the recall of memory was impressive.	Was very unsettled at the beginning of the Homework Club session. Threatened to phone 'Child Line'. It was necessary to start the music lesson immediately. The space in the school hall seemed to help as he could move around. Needed slow, quiet, relaxing music.	Worked very well with Child 1 on recalling the musical activities and recording them.

4. Activity: Pitch Game.

The children revised the concept of pitch recognition.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Enjoyed comparing the different pitches of instruments. Was very focused during free experimentation of tuned and untuned instruments.	Was able to engage in the pitch recognition game but also started using a mobile phone without permission.	Questioned and compared higher and lower pitches of instruments. Remained focused during the activity.

Lesson 32: Tuesday 17/04/2018 and Lesson 33: Wednesday 18/04/2018

1. Activity: Tonic Solfa.

The children learned the rest of the tonic solfa scale.

Lesson 34: Monday 23/04/2018

Lesson 35: Tuesday 24/04/2018

Lesson 36: Wednesday 25/04/2018

Activities – Composing, Tonic Solfa, Chord Progression, Piano Playing.

Lesson 37: Monday 30/04/2018

2. Activity: Composing and Listening and Responding.

The children put new lyrics to their pieces and played their favourite music on their phones.

Child 1 – D.	Child 2 – J.	Child 3 – Y.
Showed good literacy skills. Was able to fit in lyrics to the chord progressions. Was focused when doing this.	Enjoyed playing the bass line on the piano.	Seemed to love sharing his favourite music with the rest of the group.

Appendix 4: All interview transcripts carried out with the children

Data Collection Tool: **Child 1: Monthly Interview: January**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

8. What did you think of the music lessons?

I didn't want to do them at the start. I just wanted to play football. They were better than I thought.

9. What made you think that way?

I didn't know what I was supposed to do.

10. Do you feel that they helped you or not? How? Why?

Maybe. At least I didn't have to do homework .

11. Tell me about your favourite part of the lessons?

I liked the drums and doing the beat.

12. Would you like to do this kind of thing again?

It was ok. I wish that there was more music instead of written work.

13. Is there anything that teacher could change to make it better?

We could get more time. The time went too fast.

14. Is there anything else that you would like to say about the music lessons used during homework club this year?

Do we get to do more? I liked listening to music. The lessons got better each time.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 1:Monthly Interview: February**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

They were good.

2. What made you think that way?

We got to do them at the beginning of Homework Club sometimes.

3. Do you feel that they helped you or not? How? Why?

Yes. I was unsettled and they helped me to concentrate.

4. Tell me about your favourite part of the lessons?

I always like using the drums.

5. Would you like to do this kind of thing again?

It was good fun.

6. Is there anything that teacher could change to make it better?

It is good when we start the activities immediately.

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

I got to do the music each week.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 1: Monthly Interview: March**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

The lessons were good.

2. What made you think that way?

We got to do the music at the beginning of Homework Club and had good fun with some of the music games.

3. Do you feel that they helped you or not? How? Why?

Yes. It was helpful. I got to work with my friends and we learned new things in music.

4. Tell me about your favourite part of the lessons?

The 'Sound and Silence' game was good and I also learned Italian words. I liked playing the instruments.

5. Would you like to do this kind of thing again?

Yes it was great and getting to start the music at the beginning of Homework Club is the best of all.

6. Is there anything that teacher could change to make it better?

It would be good to do music in the hall for all of the Homework Club.

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

Naw. Sure you know that I enjoyed them. Can I go now?

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 1: Monthly Interview: April**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

Yeah, they were good.

2. What made you think that way?

I like playing the different instruments and we got the chance to do that a good bit. It was good to get down to the PE Hall at the beginning of Homework Club.

3. Do you feel that they helped you or not? How? Why?

Yes, it was better than doing written work.

4. Tell me about your favourite part of the lessons?

I liked playing the instruments and then my friends and I played chords. We got to use our phones to record the sounds that we made. It was cool being able to use the phones.

5. Would you like to do this kind of thing again?

Yeah. Recording using the phones was the best part and getting to use the instruments.

6. Is there anything that teacher could change to make it better?

We never have enough time because we have to go back and do work. It would be great if we had more time.

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

I said before that they were good.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 2: Monthly Interview: January**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

They were good fun.

2. What made you think that way?

It was good to get down to the P.E.Hall from the Homework Club but I like music anyway.

3. Do you feel that they helped you or not? How? Why?

They were good fun and I got to do tunes with my friends.

4. Tell me about your favourite part of the lessons?

I liked learning and playing the chords.

5. Would you like to do this kind of thing again?

Yes. It was great. I was happy when we started the lessons.

6. Is there anything that teacher could change to make it better?

I would like much more time at the music.

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

I like music and I learned new and interesting things.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 2: Monthly Interview: February**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

They were good. I am learning different things.

2. What made you think that way?

We learned loads of ideas.

3. Do you feel that they helped you or not? How? Why?

They helped me. I don't like being in the classroom and it is great to get out and do what I like.

4. Tell me about your favourite part of the lessons?

I like making up new beats and rhythms. My friend is good at music too.

5. Would you like to do this kind of thing again?

I would like to do music all of the time instead of written work.

6. Is there anything that teacher could change to make it better?

I would like more time.

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

I didn't like Homework Club until the music started and now I can't wait to get down for the music.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 2: Monthly Interview: March**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

They were ok. Good.

2. What made you think that way?

We got to do them at the beginning of the Homework Club. The games were good.

3. Do you feel that they helped you or not? How? Why?

Yeah. It was good to get out of the room where the Homework Club was and to do the music with my friends.

4. Tell me about your favourite part of the lessons?

I liked writing down the beat on a piece of paper. It was good using the instruments. We also learned Italian words.

5. Would you like to do this kind of thing again?

It would be cool. I don't like doing the written work. I want to be a musician.

6. Is there anything that teacher could change to make it better?

Why can't we do music all of the time in Homework Club?

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

They are good. I like music.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 2: Monthly Interview: April**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

They were good. We had good fun in the last few that we did.

2. What made you think that way?

We got to record what we were doing and my friends and I were allowed to use our phones. I like listening to music on my phone.

3. Do you feel that they helped you or not? How? Why?

Yeah. I got to spend time with my friends and I didn't have to do Homework Club all of the time.

4. Tell me about your favourite part of the lessons?

Recording our tunes was cool. I like using the electric piano and making up tunes.

5. Would you like to do this kind of thing again?

Yeah, but we need more time. It is much better than doing other work.

6. Is there anything that teacher could change to make it better?

It got good when we got to use the piano and record our tunes. Can we use the phones more?

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

I don't like Homework Club but I like the music. I would like to do more music.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 3**: Monthly Interview: **January**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

They are cool.

2. What made you think that way?

I get to do music with my friend. I like music and listening to tunes on my phone.

3. Do you feel that they helped you or not? How? Why?

It is great to finish my homework and get to the hall to do music.

4. Tell me about your favourite part of the lessons?

I like using the cymbal and the chime bars.

5. Would you like to do this kind of thing again?

Yes. It is great.

6. Is there anything that teacher could change to make it better?

More time would be great.

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

It was great getting to do music with my friend .

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 3**: Monthly Interview: **February**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

They are good but some things were hard.

2. What made you think that way?

The rhythms are hard but I got help.

3. Do you feel that they helped you or not? How? Why?

It was good to get out of the room into the hall. I like doing music.

4. Tell me about your favourite part of the lessons?

I liked using the piano.

5. Would you like to do this kind of thing again?

Yes. It was great fun.

6. Is there anything that teacher could change to make it better?

I wish that we had more time.

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

I didn't like going to Homework Club but liked it when the music lessons started.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 3: Monthly Interview: March**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. What did you think of the music lessons?

It was ok.

2. What made you think that way?

Sometimes it is good and I get to be with my best friend.

3. Do you feel that they helped you or not? How? Why?

I didn't have to get all of my written work done. It was good to be in the hall.

4. Tell me about your favourite part of the lessons?

I like playing the electric piano. I get to use the other instruments but I like the piano.

5. Would you like to do this kind of thing again?

Yeah. It would be cool.

6. Is there anything that teacher could change to make it better?

I don't want to do my homework. I just want to go to the hall and do the music all of the time.

7. Is there anything else that you would like to say about the music lessons used during homework club this year?

It is cool when we are allowed to use the piano and the other instruments. I liked being with my best friend. We had good fun.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Data Collection Tool: **Child 3: Monthly Interview: April**

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

8. What did you think of the music lessons?

Good. It was cool getting to the hall.

9. What made you think that way?

I can't do my other work and I enjoyed doing the music.

10. Do you feel that they helped you or not? How? Why?

It was good to get away from the Homework Club. I got to be with my best friend.
He likes music too.

11. Tell me about your favourite part of the lessons?

Using the electric piano was great. We made up small tunes and we got to record them on our phones.

12. Would you like to do this kind of thing again?

I got to play tunes on my phone. My friends and I listened to tunes on our phones together. Teacher, you like all kinds of Music.

13. Is there anything that teacher could change to make it better?

I don't want to do any other work. I want to use the piano and the other instruments.
We need more time.

14. Is there anything else that you would like to say about the music lessons used during homework club this year?

We can't use our phones in class so it was good to use them. I liked using the instruments and making up tunes. It is much better than the written work we get to do.
Will you be doing music next year?

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Appendix 5: Data Collection Tool: Principal: Final Interview upon completion of the sessions

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

- 1. Do you feel that the music lessons had an impact on the children's behaviour or learning? Explain why.**

The Music lessons had a major calming influence on the children. The incentive of participating in the lessons meant that many of them attempted to do a certain amount of their written work in advance, something which many would not have done without the incentive. A certain amount was thus achieved in the learning area and the general behaviour improved when they were engaged in an activity which they enjoyed.

- 2. Can you record any specific difficult behaviour that occurred over the course of the homework club?**

Yes I can remember the children throwing temper tantrums, using foul and abusive language, showing total lack of respect for the supervising teachers, refusing to carry out instructions, running out of the classroom, using mobile phones without permission, threatening to call 'Child Line' and the Board of Management.

- 3. What impact if any did the music have on the child's behaviour?**

General behaviour improved and many of the difficult behaviours either ceased or declined. Behaviour during the music lessons was generally better than that experience during the completion of prescribed written work.

4. What is your overall opinion about the project carried out for these targeted children?

This project had a significant impact on the children's behaviour and also enhanced their learning opportunities. It made the Homework Club a more enjoyable experience for all and developed understanding between the children and their teachers, and the children and their peers.

5. Would you recommend this type of intervention in the future? To whom and why?

I would highly recommend this intervention particularly to those involved in daily work with children with Social, Emotional and Behavioural difficulties, and to those working in other Special Education settings. It offers a novel and positive approach in support of children with the above issues, and makes learning a positive experience for all.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Appendix 6: Data collection tool: Expert interview. Special Educational Needs Teacher

Andrea Long. Masters of Arts in learning and Teaching 2017/2018.

Letterkenny Institute of Technology.

Can music be used in the senior years of the primary school as a positive learning experience to support children with identified educational and behavioural needs?

1. Do you feel that the music lessons had an impact on the children's behaviour or learning? Explain why.

The music lessons had a clear impact on the children's behaviour and learning. I work very closely with two of the targeted children as their Learning Support teacher and observed a marked difference between their performance in homework club and in Learning Support sessions. One child with ADHD was much more cooperative than usual and displayed a longer attention span when engaging in musical activities.

The other child has a history of absenteeism as well general learning difficulties. This child also experienced significant trauma in the home which has resulted in behaviour issues. He was very docile and engaged during the music lessons. He clearly enjoyed the lessons as he remembered music facts from lesson to lesson, gave the tasks his full attention and demonstrated very high levels of concentration which resulted in success. This level of motivation was rarely seen when the child was in the mainstream classroom environment.

2. Can you record any specific difficult behaviour that occurred over the course of the homework club?

The first child's behaviour was extremely difficult. He was highly distractible, had great difficulty with attention and concentration and showed high levels of over activity and impulsivity. He was continuously restless, would leave his seat, talked constantly and refused to engage with activities. The second child was often cheeky and confrontational. His behaviour was erratic and he often 'acted out' with outbursts of extremely disruptive and unpredictable episodes of bad behaviour.

3. What impact if any did the music have on the child's behaviour?

The first child was much more cooperative than usual and displayed a longer attention span when engaging in musical activities. He initially refused to take part in activities but when put in a group and therefore under less pressure he eventually joined in. It was also effective to offer him choices, like choosing his own musical instrument to play. The tasks were short and involved no reading or writing which is ideal for children with ADHD. As a result the child's motivation and engagement increased. The lessons were very beneficial for this child as they involved skills that children with ADHD have great difficulty with. For example keeping a beat on a drum, clapping to a rhythm or playing a crotchet or a minim involves sustained attention and leaves no opportunity for restlessness or fidgeting. Activities which demand such skills normally raise the child's frustration levels but the practical, hands-on nature of the music lessons allowed for movement, which is key for children with ADHD, and were less pressurised as the children were working as a group. This allowed the children the space to make a mistake without it being too noticeable. The targeted child particularly enjoyed listening to music and was remarkably calm and still when doing so.

The second child was quite good at music. He enjoyed the lessons as he knew he could succeed. Much of rest of the curriculum is very difficult for this child and he experiences a lot of frustration as a result. His success also provided the teacher with the opportunity to give him genuine praise which made a positive impact on his self-esteem. On a number of occasions his playing on the drum was loud and expressive. On these occasions he often got carried away and would bang extremely hard and out of turn. It could be said that this was a good outlet for his aggression which all too often spilled out in very destructive ways at other times in school. Art therapy was recommended for this child and from his engagement with this project I believe music therapy would be very effective in dealing with his behavioural needs.

4. What is your overall opinion about the project carried out for these targeted children?

I found the project very interesting especially as the targeted children had such varied educational and behavioural needs and yet they all benefited from it in their own individual ways. Music is such a powerful force and with more research like this

project I feel confident that it can be used to great effect in education. The majority of special needs that we encounter in primary school can be supported by a decreased emphasis on reading and writing, increasing practical, hands-on activities, increasing children's motivation and enjoyment of tasks, creating a less pressurised and more relaxed environment and offering children opportunities to succeed. Music and projects like this offer all of those supports and so the possibilities are endless.

5. Would you recommend this type of intervention in the future? To whom and why?

I would certainly recommend this type of intervention. The benefits to the individual children were clear. As their Learning Support teacher I will use what I have learned to inform my planning for those individuals and will also be able to recommend strategies for their class teachers to try. For example it is already established that some pupils with ADHD prefer to work with background noise so class teachers may wish to allow them to wear headphones and listen to their choice of music while working independently. Through this type of study we can develop new strategies and share good practice. In dealing with special needs in particular, it is important to think 'outside the box' and explore unconventional approaches to teaching and learning.

Researcher: Andrea Long.

Supervisor: Tena Patten. Lecturer: LYIT. Tel: 074 91 86257.

Email: tena.patten@lyit.ie

Appendix 7: Information Letter

Dear Parent/Guardians(s),

I am completing a "Masters of Arts in Learning and Teaching" course at Letterkenny Institute of Technology, and I am currently focusing on my final research project. I have chosen to investigate if music can be used in the 5th and 6th classes of the primary school to help children with identified special educational or behavioural needs. Therefore I wish to carry out the music lessons with your child during homework club.

I will present my project in a case study format, i.e. I will need to have access to your child's reports which are on file in school (e.g. Psychological Assessments, OT reports etc.) so that I can plan the music lessons to meet his/her needs. I will carry out the lessons during each session of homework club to investigate whether the music has a positive effect on your child's behaviour and overall learning.

The project will last until April 2018, and I will record my findings as I carry out each lesson. Therefore, I will need to work with your child, observe and record his/her behaviours and reactions, and report on how he/she has participated during the programme. All children will remain anonymous. I have chosen a small group. The overall findings will be presented to the examiners involved with Letterkenny Institute of Technology.

During the project I will carry out short monthly interviews with your child about the learning experiences. These will be recorded, and I will need to use the feedback in my final report/dissertation. I would also appreciate if the parent/guardians(s) would provide feedback based on their child's experiences. The principal and other teachers will also be interviewed. All feedback will be recorded in my final report/dissertation.

If you are happy for your child to take part in my area of study over the coming months, please fill out the permission slip attached and return to me as soon as possible. If you have any queries or questions regarding the project, please don't hesitate to contact me at the school number above.

Yours Sincerely,

Appendix 8: Consent Form for the children to participate

I _____ (*parent/guardian*) give permission for my child _____ (*name of child*) to participate in Ms. Long's research project as part of her studies at Letterkenny Institute of Technology. I understand that she will need access to any confidential reports which may be stored with [REDACTED] in the school regarding my child.

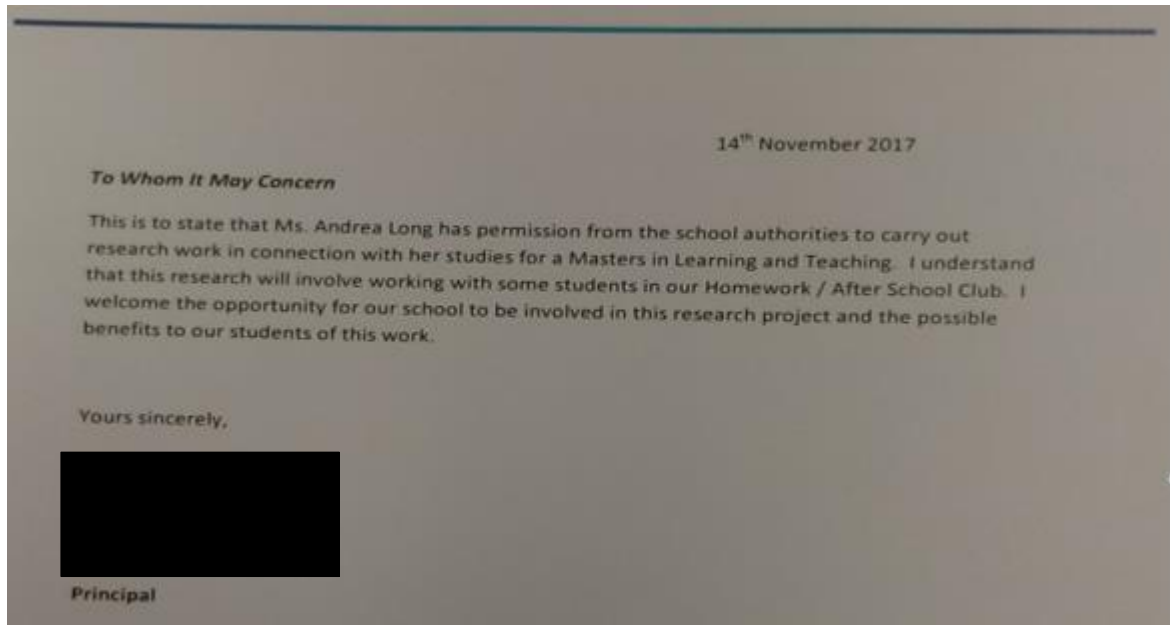
I also understand that as part of her case study, Ms. Long will carry out a variety of music lessons with my child during homework club to investigate whether the music will help him/her with learning and behaviour management.

I know that Ms. Long will need to record and document her findings and present them in her final report/dissertation to the examiners of Letterkenny Institute of Technology. I agree to my child and I providing feedback during and at the end of the project, based on the experiences of the programme. I have been informed that my child will remain anonymous. I am aware that I may withdraw my child from the case study at any stage.

Signed: _____

Parent/Guardian.

Appendix 9: Consent Form from the School Principal for the teacher to carry out the research



Glossary

List of Abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Service
DES	Department of Education and Skills
ICT	Information and Communications Technology
LYIT	Letterkenny Institute of Technology
NCCA	National Council for Curriculum and Assessment
NEPS	National Educational Psychological Service
NIPT	The National Induction Programme for Teachers
PDST	Professional Development Service for Teachers