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Community music as a pedagogical tool in everyday special education. An empirical study on the influence of common Samba drums on aggressive behavior, group dynamics and musicality

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English Summary

Students with special educational needs in the field of emotional and social development always require their teachers to have a creative and flexible repertoire of actions. For example, a teacher in the field of special education should have a quiver full of »action arrows« to deal with them in order to be able to act in a wide variety of situations. In addition to everyday measures such as a clear attitude, a structured teaching structure and consistent action, creative intervention measures can also provide helpful access. Music, for example, offers such access. The effects of music on people are well-documented.

An empirical review of such assumptions is inevitable in times of evidence-based teaching research, this is taken up in many scientific research projects. A positive influence on social behavior can often be determined. Despite the empirical evidence, however, there is rarely any targeted use of music as an intervention measure in schools for special educational needs in the field of emotional and social development. On the one hand, possible reasons are often a lack of competencies among teachers and students. For example, teachers should either be able to play an instrument or at least have basic music-didactic skills in order to be able to teach group music. The pupils also need instrumental skills to be able to play music together. On the other hand, a certain basic set of instruments at schools is required for many forms of music-making. However, fulfillment of all these requirements is rarely guaranteed at schools for special education. This means that playing music together often plays a subordinate role in this type of school. However, if you want to use the positive effects that playing music together can have for students with special educational needs in the field of emotional and social development, you need a form of music-making that is not very prerequisite, both on the part of teachers and pupils as well as on

the part of institutional ones Equipment that can be realized. In this context, the concept of community music offers promising approaches. The specific methods and principles include inclusion, as everyone is welcome in the ensemble regardless of their previous knowledge, as well as cultural participation and social justice. A form of music that is often used in community music is provided by drum groups e.g. in the form of a samba band. In the context of this work, the concept of community music, in the form of a samba band, is to be transferred to the school context in order to investigate the positive effects of making music together with students with special educational needs in the field of emotional and social development. The basic idea here is to establish such samba bands in upper grades at schools for special educational needs in the field of emotional and social development. In a first phase there is a confrontation of samba music, building all samba instruments, and the study of simple rhythms. The second phase, in which the samba band is used as a teaching tool, is of particular research interest. For this second phase, it is crucial that the students are already familiar with the Samba band method and its processes, so that it can be used spontaneously by the teachers as an intervention measure in the case of massive teaching disorders, discipline difficulties or a generally increased level of excitement in the class. The aim of this study is to examine the influence of the independent variable »Samba drums« on the three dependent variables »aggressive behavior«, »group dynamics« and »musicality«.

Based on the results of a preliminary study ($N = 8$), the sample size for the main study ($N = 60$) was determined. This was carried out at schools for special educational needs in the field of emotional and social development in Bavaria and includes both an experimental ($N = 30$) and a control group ($N = 30$). Statistical methods were used for the evaluation of differences and for the analysis of correlations as well as elements of a time series analysis. It can be shown that, through communal samba drumming, the frequency of incidence of aggressive behavior is reduced. In addition, there are changes in the nature of aggressive behavior. Furthermore, communal samba drumming has a positive influence on the musical development of the students. There is also a correlation between this musical development and the number of rejected students in a class.