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## **Impacts of the General Music Classroom on Social-Emotional Learning**

Nicole Geerdes

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**Impacts of the General Music Classroom on Social-Emotional Learning**

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### **Abstract**

The purpose of this action research project was to gain insight into students' social-emotional learning and the impact of general music class on it. The researcher utilized a dependent samples T-test with four sections of third-grade students gathering data with a check-in and check-out form on their emotional zone, using Kuypers, L. (2022) *Zones of Regulation*. The researcher is a general music teacher (transitional kindergarten through fifth grade) in her nineteenth year of teaching. The findings of this study showed that more than half of students came to music class in a focused and ready-to-learn state. The observations kept by the researcher revealed that interruptions for behavior were fewer at the end of the four-week data period but there were no real trends observed. The researcher then postulates how the general music room supports social-emotional learning and suggests what further studies could be done.

*Keywords:* social and emotional learning, elementary, general music, Zones of Regulation

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### **Impacts of the General Music Classroom on Social-Emotional Learning**

Social-emotional learning (SEL) has been around since the time of Plato, who said, “By maintaining a sound system of education and upbringing, you produce citizens of good character” (edutopia, 2011). More recently, in the late 1960s, James Comer and his colleagues tested their ideas of supporting the “whole child.” Comer observed, “the contrast between a child’s experiences at home and those in school deeply affects the child’s psychosocial development and that this, in turn, shapes academic achievement” (as cited in edutopia, 2011). It was not until a 1994 gathering of researchers, child advocates, and educators, however, that CASEL (The Collaborative to Advance Social and Emotional Learning) and SEL were officially born (CASEL, 2021).

In the past five years, SEL has returned to the spotlight as educators and leaders once again are realizing the importance of meeting students’ emotional needs to better meet their academic needs. SEL addresses a wide array of social, emotional, and behavioral skills for students (McClelland et. al., 2017). It does not replace core instruction, but when included as a supplemental curriculum, SEL “benefits children from all backgrounds” (Kaspar & Massey, 2022). SEL skills are closely related to brain development and well-being (Campayo-Munoz & Mas, 2017) and connect well with standards-based grading (Kaspar & Massey, 2022) which is widely used today. SEL is even finding support from some members of Congress who are urging their colleagues to support SEL grants and teacher training programs (edutopia, 2011).

Teachers are essential to not only all students' academic success but in their acquiring SEL skills. Along with this responsibility, teachers need support from their leaders to provide training in these areas to better understand the concept of social-emotional learning themselves (Campayo-Munoz & Cabedo-Mas, 2017). “As the SEL movement continues to grow, the call for

clear guidance, evidence-based practices, and continuous learning has never been greater” (CASEL, 2021).

Although SEL has been the subject of numerous studies and articles, there is still much to learn. The full impact of SEL on academics, for example, remains unclear (McClelland et. al., 2017), and research about SEL and the general music classroom, in particular, is limited. Available research suggests the general music classroom is an ideal place to provide opportunities for students to take ownership of their emotions and create meaningful relationships with their peers.

The general music classroom offers tremendous potential for providing a space for students to practice SEL skills. Music is a universal language that is social in nature (Heyworth, 2013), and as students participate in music, they become more open to concepts like teamwork and empathy. Research has shown that, when students are singing, they are nearly always actively engaged, “no matter how settled or unsettled they were” (Heyworth, 2013). Improvisation, for example, “allows children to express feelings and ideas as well as demonstrate musical skills” (Whitcomb, 2013) and build confidence.

Unfortunately, while there is a large body of research about social-emotional learning and the important role SEL plays in students’ academic success, in general, there is not a commensurate body of data supporting the benefits of SEL in the music classroom in particular. The purpose of this action research plan is to demonstrate how SEL methods implemented in the general music classroom can provide an environment uniquely suited to teaching and supporting students’ emotional expression and social-emotional learning. Third-grade students were monitored over a four-week period in which they periodically completed an emotional awareness check-in and check-out based on Leah Kuypers’ *Zones of Regulation* SEL framework. During

their time in music, these students received instruction for various music skills as well as embedded instruction on self-management, social awareness, and relationship skills. The data from this study and the information learned through other peer-reviewed articles will begin to demonstrate the necessity of SEL and how its impact on students may be enhanced by music.

Resources for this action research were obtained from the DeWitt Library at Northwestern College and Google Scholar. Articles had to be peer-reviewed and written within the last ten years to stay current. The articles used pertained to the history of SEL, what it is, how it is used in elementary school settings, the impact of race and gender disparities, and how it has been used in the music room setting. The intent behind the research was to explore what has been done and what is still unknown.



## Literature Review

### What is SEL

Social and emotional learning is by definition the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (Fundamentals of SEL, 2022, para. 1)

Over the years, SEL has gone by a variety of names: character education, personality, 21st-century skills, soft skills, and non-cognitive skills. Today, however, SEL has shifted from these other names as it is increasingly considered an important component that can have a significant impact on students' learning and growth rather than merely a program that helps with student behavior. SEL, just like academics, must shift as the students grow older. Jones, S. M., et. al. (2017) found in their study of SEL that, as students grow and experience more diverse environments, "out-of-home" environments become more influential and must be appropriate for the student's developmental level.

There are many programs schools can use for SEL instruction, including 4Rs, CharacterStrong, CASEL, and Second Step, to name a few. Although debate continues as to the exact nature of SEL, most states have used the CASEL (Collaborative for Academic, Social, and Emotional Learning) program to create state SEL standards focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (McKown, 2017). McKown (2017) discovered in his study of SEL assessment, performance, and standards that using all of these models, each with its own skills, competencies, behaviors, and attitudes, can be problematic. Utilizing models which are generally similar but use some of the

same words with different definitions makes it difficult to find consistency. For example, CASEL focuses on self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. The 4Rs model is similar in that it shares two of the same focuses as Casel: self-awareness, and social awareness, but it also focuses on agency and voice, relationship nurturing, and social responsibility. Certainly, having so many models with their focus and definitions has caused confusion among policymakers, which may be why funding and support for SEL can be hard to obtain.

Lawson, G. M., et. al. (2019) researched 15 SEL programs and compared the core components of each to find which SEL traits are receiving the most attention. In his study, he found that 100% of programs covered social skills and identifying others' feelings. Of the programs compared, 92.3% covered identifying one's feelings, and 91.7% covered behavioral coping skills/relaxation. This study also found that 20% of programs covered mindfulness, 75% included cognitive coping/self-talk, and 75% incorporated goal setting and planning. Surprisingly, only 75% of programs cover goal setting and planning as this is a skill universally considered important in the academic realm.

Because so many skills fall under the social and emotional learning umbrella, and because each program or model defines, prioritizes, and addresses these skills differently, it is imperative for school districts to implement a consistent program pre-K through twelfth grade, thus providing a singular vocabulary and skillset for all students to learn and better equipping teachers to support each other in teaching. This consistency is more important than incorporating additional models to be more comprehensive because no curriculum is going to address all of our social and emotional connections. Neither can educators simply present a lesson and consider that as impacting students' emotional health. Rather, teachers must understand what SEL is and

how to practice it themselves to have the maximum impact on their students. Consistency for all educators and students throughout the school system, then, is essential.

### **SEL and elementary school students**

This is especially important as students today are pushed to learn more at a much younger age than ever before. Preschool once was a place where students would begin to learn socialization skills such as playing with others, sharing, and perhaps some ABCs. Today, preschoolers learn their ABCs and are well on the road to reading and beginning math. The focus on returning the United States to the top tier of global education systems has come at the expense of some of our students' less tangible needs. Academics must be a priority in school. However, students must also relate with, have empathy for, and work with others. Including an SEL program advances these ancillary objectives by providing students guidance and support in managing their emotions, establishing and maintaining positive relationships, teamwork, and empathy. There must, therefore, be a balance between academics and SEL. If schools deliberately incorporate SEL skills such as “self-awareness, social awareness, relationship skills, self-management, and responsible decision-making” (Ura, A. et. al., 2020) into early education and elementary curricula, students will gain knowledge and experience that may lead to positive relationships and academic success as they move into middle school and high school.

In fact, there have been numerous studies exploring the relationship between SEL and academics. While many of these studies have been unable to provide substantial evidence concerning the specific relationship, they have overwhelmingly affirmed there is a positive correlation between students receiving SEL training and academic performance. Certainly, part of the reason for the lack of hard data on this topic is the subjective nature of evaluating SEL instruction and performance. Even so, after reviewing 75 studies on the impact of SEL training,

Ura, S. et. al. (2020) found that all 75 identified positive effects including improvements in self-concept, bonding to school, and classroom behavior, as well as a reduction in disruptive behaviors. Additionally, Ura, S. et. al. (2020) reported that students receiving SEL instruction scored 11 percentile points higher than students who did not.

Further, because students attending public school come from a variety of backgrounds, and sometimes, those differences can be extreme. Some families have assembled excellent social, emotional, and academic support at home while others have almost zero support at home. Consequently, schools can no longer assume students arrive with even a common perception of right and wrong, and just as educators differentiate core subjects for all their students, SEL skills should also be taught.

To help with this process, various frameworks have been developed. Woodward-Granger Community Schools in Iowa, for example, utilizes PBIS (Positive Behavioral Interventions and Supports) as a framework for behavior. PBIS provides the teachers, administrators, and staff of WGCSD with common vocabulary and expectations to provide consistency school-wide, which provides students with a positive and safe learning environment. Further, WGCSD utilizes Zones of Regulation as a specific framework for SEL. The similarities between these frameworks reinforce the common language to provide consistency. Zones of Regulation help students identify their emotional state and find tools to cope with those emotions. These frameworks are introduced to students in elementary school and utilized throughout the WGCSD system, allowing students to build on this knowledge throughout their school career, preparing them for a positive life outside of school, and enabling SEL to have the greatest possible impact. Implementing SEL instruction in the elementary classroom, then, is essential. In their study of SEL implementations in elementary classrooms, Kaspar, K.L., et. al. (2022) found that, if

students' SEL needs are met, "they are more likely to learn." Moreover, it connects well with the standards-based grading utilized by many schools today. SEL in elementary sets students up for success.

### **Importance of teacher training in SEL**

However, the effectiveness of SEL in the elementary school depends on adequate teacher training. One of the greatest frustrations of every educator is attending a day of professional development about a promising new initiative the school is implementing only to find there is no further training available. Leaving the impetus for learning and implementation exclusively to the teachers on their time results only in inconsistency and frustration. Therefore, as SEL becomes a more important piece of children's education, schools must be intentional about providing training for their teachers.

According to research by Kaspar and Massey (2022), educators must possess a foundational knowledge of SEL before any instruction can begin. If a school district intends for SEL to positively impact a student's academic performance, teachers must have a clear understanding of what they are teaching. Supporting this assertion, McClelland et. al. (2017) concluded teachers must be able to model the SEL skills they want students to assimilate and to do this effectively requires ongoing training or professional development for teachers. It is therefore clear that, if schools want to see an improvement in academic performance by incorporating SEL skills into their curriculum, school leaders must provide appropriate ongoing training for their staff.

Unfortunately, most SEL initiatives end with teachers training themselves on their own time, and this leads to a lack of consistency and effectiveness school-wide. In fact, Bailey, R. et. al. (2019) confirmed SEL training is not prioritized, with teachers reporting limited training

leading to a lack of confidence. Of the teachers who participated in this study, 82% reported needing additional professional learning with SEL. Bailey, R. (2019) further found in a nationally representative survey that half of Pre-K through twelfth-grade principals affirmed the need for additional professional learning.

Unfortunately, finding time for this training is often challenging. The education system has many pieces that must be coordinated to effectively achieve all of the demands placed upon it. Administrators must therefore work with teachers to provide the time needed to understand the district's SEL goals and create a plan to incorporate SEL into the academic day. Fortunately, with a little creativity, schools have found innovative ways to create it.

For example, Bailey, R. and McClelland, et. al. (2017) agree instructional coaching is a promising approach to overcoming the time obstacle. To that end, Bailey, R. (2019) worked with the EASEL Lab at the Harvard Graduate School of Education, which has developed an SEL coaching model and partnered with an urban elementary school on the East Coast. The resulting pilot program discovered that the teachers who were most effective in conveying desired SEL skills to students were themselves engaged in SEL skills. This is particularly encouraging because, depending on their size and budget, many schools already have one or more instructional coaches in place. Utilizing these instructional coaches to continue the training throughout the year can profoundly improve teachers' ability to both practice and convey SEL skills. Teachers can work with these coaches at a time that fits their schedule to set goals, reflect, and refine as the year progresses. As teachers demonstrate an understanding of SEL and successfully incorporate it into their classes, administrators can use teacher leaders to provide ongoing training and support to their fellow teachers. This model is perhaps the best option

because it allows teachers to have long-term support rather than a singular, standalone training event.

### **SEL skills in the general music classroom**

Another underutilized resource for leveraging SEL at the elementary level is the general music classroom. While the elementary classroom, in general, is a critical arena in which teachers and students may learn and practice SEL skills, the elementary general music classroom, with its mixture of music appreciation, knowledge, and fun, is an especially ideal environment to support students as they learn to identify their emotions and the tools they can use to cope and learn skills like empathy, resilience, and well-being. While all educators know students' success in the classroom depends upon their basic needs (e.g., food, safety, etc.) being met, Heyworth, J. (2013) believed social-emotional development could be the foundation of a child's educational and lifelong future. That is, a student's social-emotional health and ability to relate with peers and teachers is at least equally essential to success in the classroom and life, and the general music classroom is uniquely suited to teaching these things.

Social-Emotional Learning skills such as working together with peers with whom students would not normally work are foundational to the general music classroom. Valerie Vinnard (2019) found this true during her drum circle project as she observed students high-fiving in the hallway and interacting with each other at lunch. The universality and intrinsically social nature of music mean participating in drum circles, singing in a group, or playing instruments together encourages students to explore various musical elements as well as become "attuned to one another through camaraderie and teamwork" (Vinnard, 2019). Moreover, the general music classroom is a space where students can express what they are feeling through movement, singing, playing instruments, and listening. Often, students who

come to music class upset can leave in a better emotional state, and many students who struggle with core subjects find success and enjoyment as they read, perform, and create music.

This was further supported by a study on the impact of the general music classroom in primary schools, particularly in lower socio-economic areas in Australia begun in 2012. In the study, John Heyworth documented students' engagement in general music utilizing a number scale of 1 (unruly) to 6 (collaborative). He also documented during what part of the class the engagement occurred: transitions, discussion, singing, group ensemble, class ensemble, or reflections. Unsurprisingly, Heyworth's observations found that, during singing, group and class ensemble, and reflections, students were usually playing/participating or collaborating (actively engaged), while during transitions and discussions students ranged from settled (average) to unruly. This led Heyworth to conclude students want to be active in their learning, and when they are given those opportunities, they are more engaged and have fewer behavioral/emotional issues. The full power of the general music classroom to foster SEL skills was demonstrated when Heyworth observed the attitude of a particularly difficult student improved so much that he no longer received red files (i.e., documented disruptive behaviors) and was actively engaged with his peers in musical activities.

Indeed, in music, everyone can participate no matter their skill/knowledge level. For example, students may choose an instrument based on their skill level, thereby allowing every student to perform with the group and find success at their skill level. This success allows them to experience working with their peers to create a song, navigating the intricacies of collaboration, and discovering how each part comes together to create something beautiful. So also, the music room offers a safe place to fail and thereby learn the critical SEL skill of resilience. Students learn that, in music, mistakes are both inevitable and okay, and even more



amazing, those mistakes sometimes turn into another idea for their composition or music performance. Students also realize that working through the hard things eventually yields enjoyment in a new skill. Such things are evident when students are learning new musical instruments like the ukulele, recorder, or xylophone. Students are initially eager to play but quickly realize that it is not as easy as it looks, and they must then practice problem-solving to master the difficult piece. Then, when they have learned how to play something new on their instrument, students are allowed to experience excitement and fulfillment.

## **Methods**

In an effort to further explore the nature and extent of the relationship between social-emotional learning and the elementary school general music classroom, the author designed a study to gauge the effect of typical instructional techniques and activities upon the emotional state of students.

### **Participants**

This study was conducted in a second through fifth-grade elementary school building in a rural community in central Iowa. The student body consists of approximately 300 students, of which 81.9% are White, 7.9% Black/African American, 7% Hispanic, and 2.8% Multi-Racial. The student population is 56% male and 44% female, and 14% of students have an individualized education plan (IEP). This median household income is \$96,027, with 16% receiving free or reduced lunch (Niche, 2022).

More specifically, this study used a dependent samples T-test with four sections of third-grade students. There are 83 third-grade students, including 49 boys and 34 girls, with each section averaging about 21. Each section of third-grade students attends general music two times, for forty minutes each, during an eight-day cycle. At various points throughout their general music class, trends were observed in students' emotional zones, as defined by Zones of Regulation.

### **Data Collection**

This study investigated whether teaching social and emotional skills in the general music classroom impacts students' behavior and emotional well-being. The independent variable was the SEL instruction provided during general music class, incorporating the Zones of Regulation tools. The teacher was able to change the SEL focus based on student needs that day. The

dependent variable was each student's emotional zone and why they felt that way. Students each come to class dealing with different things in their lives that impact their emotional status.

Quantitative data was collected at the beginning and end of each class with a student check-in and check-out. This form asked students to identify in which zone they were when they entered and exited the music classroom. Students' exit responses were compared to entry responses, and the resulting data was used to identify any patterns. This data was then utilized to determine, in part, the impact general music class can have on students' emotional states.

Additional qualitative data was derived from the researcher's observations concerning students' ability to work together, resilience with new material, and self-regulation. This data was collected from October 3, 2022, to October 28, 2022.

This research was gathered using standard educational practices with all students receiving the same instructional value. Because of this, the researcher applied for and received an exemption from obtaining required parental consent forms from the Northwestern College Institutional Review Board. Although parental consent was not required, the researcher ensured all students remained safe throughout the research process and all collected data is confidential.

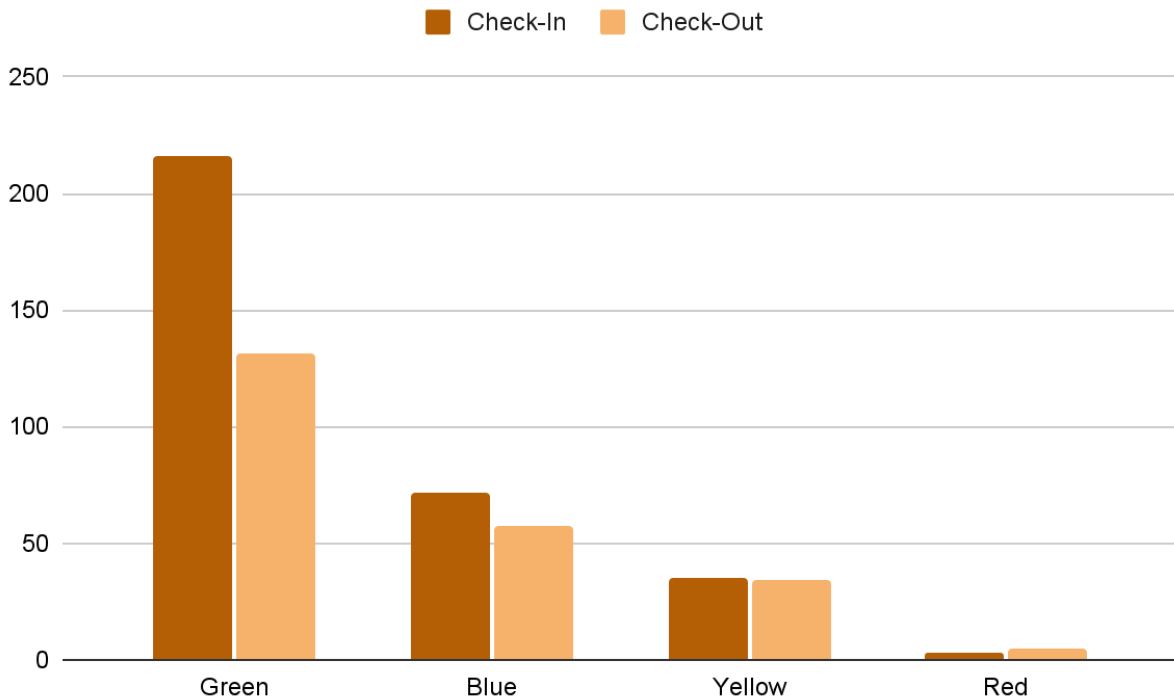
### Findings

#### Data Analysis

To gain insight into students’ social-emotional learning and how general music class impacts it, quantitative data was collected using a Google form. As the third-graders entered the music room, they were directed to their music Seesaw page where there was a link for the Google form about their emotional zones. Students would mark the form according to how they felt (i.e. green, blue, yellow, or red) and then briefly explain why they were in that zone (e.g., someone in the green zone would choose if they were calm, happy, or focused). At the end of class, students returned to their music Seesaw page and used the link for the check-out form. Figure 1 shows the results of this check-in and check-out process over four weeks.

**Figure 1**

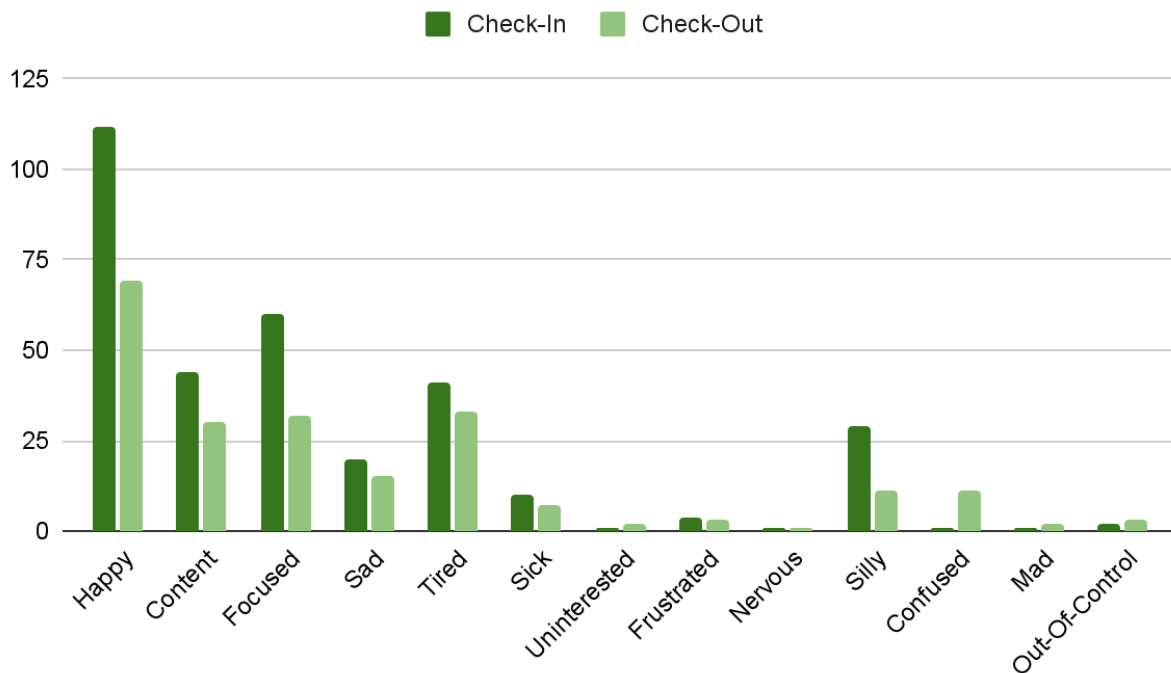
*Check-In and Check-Out Results*



A Dependent Samples T-test was done to discover any changes in students’ emotional zone from when they entered music class and their emotional zone after music class. 66% of students upon entering music class identified themselves as being in the green zone, meaning they felt happy, calm, or focused as they entered music class. The remaining students were either in the blue zone (sad, tired, sick, or uninterested, 22%), the yellow zone (frustrated, nervous, silly, or confused, 11%), or the red zone (mad or out-of-control excited, .9%). In comparing the check-in results with the check-out results, there was a surprising drop in the number of students in the green zone at check-out compared to check-in: 216 students felt happy, calm, or focused as they entered music class compared to 131 students still feeling that way when they left. Both blue and yellow zones also saw slight drops from check-in to check-out, and another surprising change was a slight increase in the red zone. Figure 2 compares the check-in and check-out for all of the zone explanations.

**Figure 2**

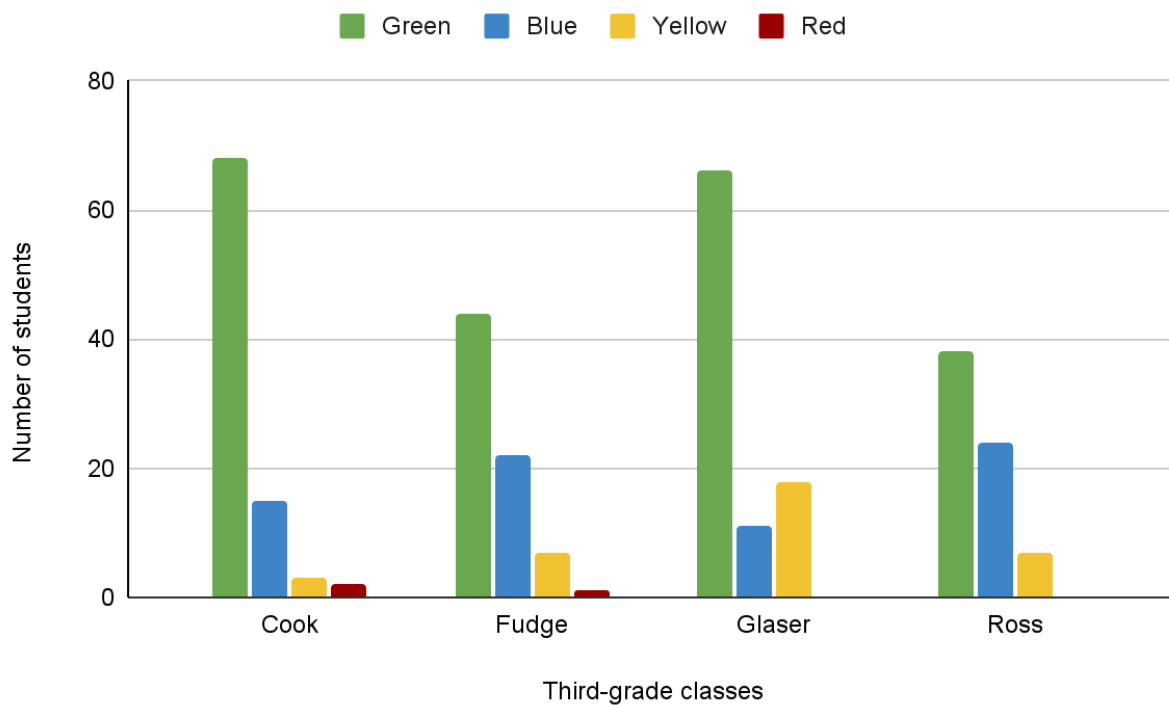
*Why Students Are in a Zone?*

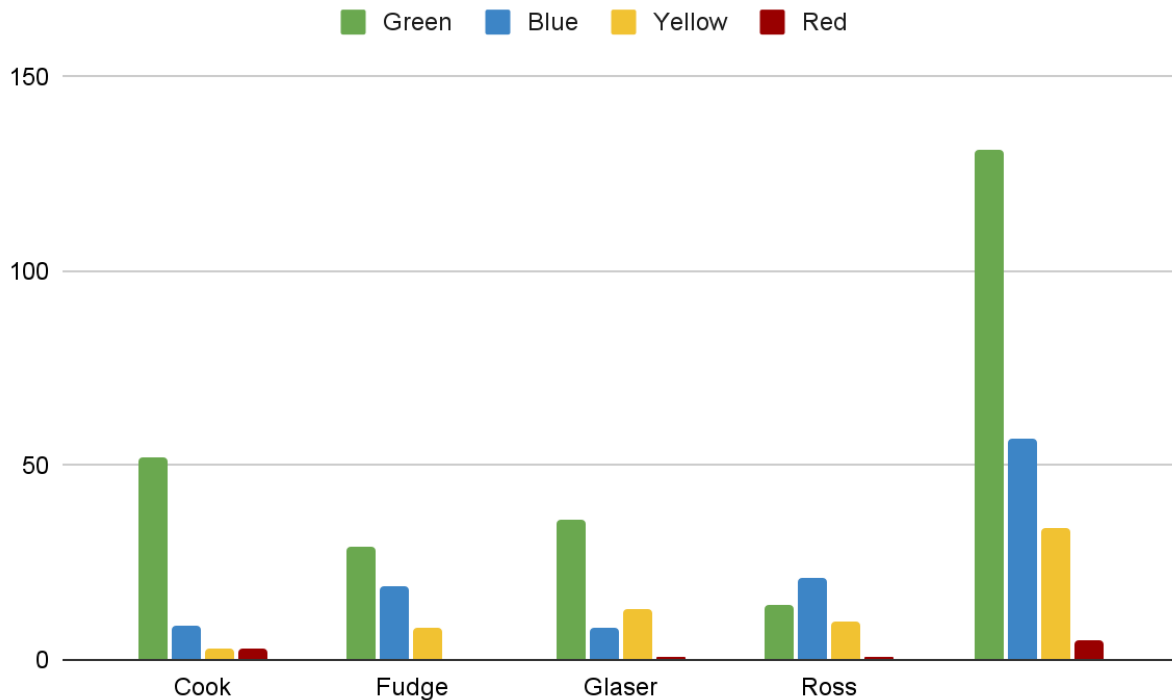


Looking at the data as an independent sample t-test, the four sections of third-grade classes had very similar results for check-in and check-out. Figures 3 and 4 show the check-in and check-out results for all four sections of the third-grade classes. All four classes show a similar pattern, with most students being in the green zone and the fewest students being in the red zone.

**Figure 3**

*Zones of Regulation Check-In*



**Figure 4***Zones Check-Out*

Qualitative data was also collected in the form of reflection and observation by the general music teacher. Specifically, the teacher observed students' demonstrated teamwork and resilience. As instructions were given for instrument and center activities, instructions and descriptions of what teamwork looks and sounds like were included, and students were encouraged to not give up when things felt difficult. Any behavior difficulties around working together or giving up were monitored. It was noted in the reflections that, at the end of the four-week data period, there were fewer interruptions for behavior but no real trends.

## Discussion

### Summary of Major Findings

Comparing the check-in and check-out emotional zone data, most students came to music and left music feeling like they were in the blue zone, as defined by Kuypers's (2022) *Zones of Regulation*. It is important to note that *Zones of Regulation* assigns no moral value to the various zones. They are merely an acknowledgment of how a person feels in a particular moment. It is also important also to identify the reason a subject is in a specific zone and to understand how to leverage different tools to manage those emotions so that learning may occur. In this case, most students (66%) indicated the green zone because they felt happy or focused.

When a student is in the green zone (i.e., happy, calm, or focused), he/she is in the ideal emotional state to listen and be engaged in class. In preparing this study, it was anticipated the number of students in the green zone would remain approximately the same or increase through the class period. However, the number of students in the green zone dropped by 85 (39%). After reviewing the data, as well as the observations and reflections done by the music teacher, it became clear students tended to move from a calm feeling (green zone) to more silly or excited (yellow or red zones) as they participated in the different musical activities (e.g., playing instruments, creating rhythms/songs, etc.). Further evidence of this was found in the increase of two students (40%) in the red zone from check-in to check-out. Although the red zone is less than ideal for learning, the students being overly excited or silly are both positive feelings in moderation.

The discovery that students were more likely to leave in an excited or silly state prompted the author to consider methods for mitigating the potentially negative impact of music upon subsequent learning activities. The third-grade students participated in music centers, including



playing different instruments, creating rhythms, building notes with legos, and creating melodies to play on the barred instruments. These activities excite the students, and students typically go directly from centers to their check-out and line up for the end of class. Bringing the students back together to briefly share their learning may provide them with the ability to refocus and be ready to learn instead of leaving in an excited state.

### **Limitations of the Study**

The findings of this study were limited in scope largely because it was done in one general music classroom, thus limiting any generalized conclusions regarding the relationship between music education and SEL. This study could be expanded to include different classroom settings with different curriculums and teaching styles. Another limitation of this study was the short window of time given to making observations. To obtain a more accurate understanding of students' social and emotional learning through music, the study would need to observe at least one semester or even one school year. Additionally, the comparative analysis was limited because some students did not complete the check-out form. The teacher did end class on time and directed students to complete the form before lining up to leave, but many students neglected to do so, which impacted the results.

### **Further Study**

There is much more to be discovered with social and emotional learning in the general music classroom. Some ways of furthering this study would be to more precisely document SEL skills such as teamwork, resilience, and empathy and if these skills are improved during general music class. How could the various music activities be used to harness the social and emotional skills of the students to impact their learning? Would this study look different with first-grade students, and how would it look different within the general education classroom? Extending this

study to cover two to three school years would provide insight into what kind of changes occur with a group of students as they continue to learn and expand their social and emotional learning. As we navigate education after the COVID-19 pandemic, it is important for us to continue studying social and emotional learning and how supporting these areas can positively impact a student's academic future expanding this study to include other teachers from different school districts would provide a stronger basis for any type of conclusion.

### **Conclusion**

This study intended to discover how the general music classroom could impact students' social and emotional learning. This study combined quantitative and qualitative data to gather information about students' emotional zone using the *Zones of Regulation* model for emotion identification and management, students' ability to work with others, and their resiliency.

The literature study explored what SEL is, discovering it is known by many different names including character education and 21st Century Skills and focuses on, among other things, an individual's social well-being, managing emotions, empathy, and setting goals (*Fundamentals of SEL*, 2022). Further, just as academics shift and change over time, SEL must do the same (Jones, S. M., et. al., 2017), and to remain relevant, school districts need to consider implementing SEL programs that are consistent with Pre-K through twelfth grade.

Another aspect uncovered in the literature review was the impact of focusing on SEL specifically with elementary students as it prepares them for future success by instilling from an early age the importance of developing positive relationships, managing one's own emotions, and setting goals. Through SEL activities, Coskun, K. (2019) found children more competent in recognizing the influence of emotions on their behaviors and emotional regulation. Finally, while SEL is difficult to evaluate because of its inherently subjective nature, but research by Ura, A. et.

al. (2020) found that every one of 75 reviewed studies identified a positive correlation between SEL and academic achievement.

For schools to achieve real results with SEL, school leaders must intentionally create within their SEL programming time and resources for ongoing teacher training. Teachers must have a clear understanding of the SEL skills they are teaching their students, and utilizing instructional coaches is one especially effective means of providing this training. Dyson, B. et. al. (2021) found that, to establish the significance of SEL, school districts must incorporate continued professional development and not a one-and-done style of training.

Finally, data from this study demonstrated that typical music classroom activities such as singing or playing instruments together as a whole class, creating and performing songs in centers, and various movement activities led to students being more likely to feel silly or excited by the end of class. This suggested that an added focus activity to end class or exit ticket to redirect the students will help transition them back into their classroom environment in a more focused state.

Teacher reflections concerning students' teamwork, resilience, and self-regulation indicated students worked well when the teacher guided the choice of instrument and musical selection in a large group setting. However, when in a smaller group, working together became more difficult. Students struggled to listen to each other and play a song together, suggesting some further practice with teamwork should be explored.

It is clear that SEL is necessary for our students today, that the music room provides the space for students to practice and find success, and that these successes will spill over into the general education classroom. Everyone agrees educators must teach the whole child in order to foster a positive student and teacher relationship (Bond, V.L., 2017) leading to a well-rounded

student with the skills needed to learn and grow. Certainly, more data is needed to fully understand the impact a general music classroom can have on SEL and, ultimately, to leverage that potential to positively impact academic success. However, existing literature and data from this study demonstrate clearly that the various activities integral to the music classroom make it an environment that is both naturally and uniquely conducive to instilling SEL skills and enabling all students, regardless of skill level, to work together and create something.

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**Appendix A**

Table A1. Cook Check-In.

What zone are you in right now?	Why are you in the blue zone?	Why are you in the green zone?	Why are you in the Yellow zone?	Why are you in the Red zone?
Green		Focused		
Green		Happy		
Green		Happy		
Red				Out of Control Excited
Green		Happy		
Blue	Tired			
Green		Focused		
Green		Focused		
Green		Happy		
Green		Focused		
Green		Happy		
Blue	Tired			
Blue	Tired			
Green		Content		
Green		Focused		
Green		Happy		
Blue	Tired			
Green		Happy		
Green		Focused		
Green		Happy		
Green		Happy		
Green		Content		
Green		Content		
Green		Happy		
Blue	Tired			
Green		Happy		
Green		Content		
Green		Happy		
Green		Happy		



Green		Focused		
Green		Happy		
Green		Focused		
Red				Out of Control Excited
Green		Happy		
Green		Focused		
Green		Focused		
Green		Focused		
Green		Content		
Blue	Tired			
Green		Focused		
Green		Happy		
Green		Happy		
Green		Content		
Green		Happy		
Green		Content		
Green		Happy		
Blue	Tired			
Green		Content		
Green		Content		
Green		Happy		
Green		Happy		
Green		Happy		
Blue	Sad			
Green		Happy		
Green		Happy		
Green		Focused		
Yellow			Silly	
Green		Happy		
Blue	Tired			
Green		Focused		
Yellow			Frustrated	
Green		Happy		
Blue	Tired			

Green		Focused		
Blue	Sad			
Green		Focused		
Green		Focused		
Green		Happy		
Green		Happy		
Green		Focused		
Green		Happy		
Green		Content		
Green		Happy		
Green		Focused		
Green		Focused		
Green		Happy		
Blue	Tired			
Green		Happy		
Green		Happy		
Green		Happy		
Green		Focused		
Blue	Tired			
Blue	Sad			
Yellow			Silly	
Green		Content		
Green		Focused		
Blue	Sad			
Green		Happy		

Table A2. Cook Check-Out.

What zone are you in right now?	Why are you in blue zone?	Why are you in the green zone?	Why are you in the Yellow zone?	Why are you in the Yellow zone?
Blue	Tired			
Green		Happy		
Blue	Tired			
Green		Happy		
Red				Mad
Green		Content		

Green		Happy		
Green		Happy		
Green		Focused		
Green		Focused		
Green		Happy		
Green		Happy		
Green		Focused		
Green		Happy		
Blue	Uninterested			
Green		Happy		
Green		Focused		
Green		Focused		
Yellow			Silly	
Green		Happy		
Green		Focused		
Green		Happy		
Red				Out of Control Excited
Green		Happy		
Blue	Sad			
Blue	Tired			
Green		Happy		
Blue	Tired			
Green		Focused		
Green		Content		
Green		Happy		
Green		Focused		
Green		Content		
Green		Happy		
Green		Happy		
Green		Happy		
Green		Happy		
Green		Happy		
Blue	Tired			
Green		Happy		

Green		Happy		
Yellow			Silly	
Green		Happy		
Yellow			Silly	
Green		Happy		
Green		Happy		
Green		Focused		
Green		Focused		
Green		Content		
Red				Out of Control Excited
Green		Happy		
Green		Happy		
Green		Happy		
Green		Happy		
Green		Happy		
Green		Happy		
Green		Happy		
Green		Focused		
Blue	Tired			
Green		Happy		
Blue	Sad			
Green		Content		
Green		Focused		
Green		Content		
Green		Happy		
Green		Focused		
Green		Focused		
Green		Content		

Table A3. Fudge Check-In.

What zone are you in right now?	Why are you in blue zone?	Why are you in the green zone?	Why are you in the Yellow zone?	Why are you in the Yellow zone?
Green		Focused		
Green		Happy		
Green		Content		

Blue	Sad			
Green		Content		
Green		Focused		
Green		Focused		
Green		Happy		
Green		Content		
Green		Content		
Green		Happy		
Green		Focused		
Blue	Tired			
Green		Focused		
Green		Happy		
Blue	Sick			
Green		Happy		
Blue	Sick			
Green		Happy		
Blue	Tired			
Blue	Sad			
Yellow			Silly	
Blue	Tired			
Yellow			Silly	
Green		Focused		
Green		Happy		
Green		Content		
Green		Focused		
Green		Focused		
Green		Happy		
Green		Focused		
Yellow			Frustrated	
Green		Content		
Blue	Sad			
Blue	Tired			
Blue	Tired			
Green		Happy		
Blue	Sick			

Green		Focused		
Blue	Sad			
Blue	Tired			
Blue	Tired			
Blue	Sad			
Green		Happy		
Yellow			Silly	
Red				Mad
Green		Happy		
Green		Content		
Green		Happy		
Green		Happy		
Blue	Sad			
Green		Happy		
Yellow			Frustrated	
Green		Happy		
Green		Content		
Green		Happy		
Green		Focused		
Green		Happy		
Green		Happy		
Blue	Sad			
Green		Focused		
Blue	Tired			
Green		Happy		
Blue	Sad			
Blue	Sad			
Green		Content		
Green		Happy		
Blue	Sad			
Green		Happy		
Yellow			Silly	
Yellow			Silly	
Green		Happy		
Blue	Sad			

Green		Focused		
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Table A4. Fudge Check-Out.

What zone are you in right now?	Why are you in blue zone?	Why are you in the green zone?	Why are you in the Yellow zone?	Why are you in the Yellow zone?
Blue	Sad			
Blue	Tired			
Green		Content		
Green		Happy		
Green		Happy		
Blue	Sad			
Blue	Sad			
Green		Content		
Green		Content		
Green		Content		
Yellow			Frustrated	
Green		Happy		
Green		Content		
Green		Happy		
Blue	Sick			
Blue	Sad			
Green		Happy		
Green		Happy		
Blue	Tired			
Green		Focused		
Green		Happy		
Green		Content		
Green		Focused		
Blue	Sad			
Green		Focused		
Blue	Tired			
Blue	Sad			
Blue	Sad			
Green		Content		
Yellow			Silly	

Yellow			Frustrated	
Green		Happy		
Green		Happy		
Yellow			Frustrated	
Green		Content		
Blue	Tired			
Blue	Sad			
Blue	Tired			
Green		Happy		
Green		Happy		
Yellow			Silly	
Green		Happy		
Blue	Sad			
Blue	Sad			
Green		Happy		
Blue	Tired			
Green		Content		
Blue	Tired			
Green		Focused		
Yellow			Silly	
Green		Happy		
Blue	Tired			
Green		Happy		
Green		Focused		
Yellow			Silly	
Yellow			Silly	

Table A5. Glaser Check-In.

What zone are you in right now?	Why are you in blue zone?	Why are you in the green zone?	Why are you in the Yellow zone?	Why are you in the Yellow zone?
Green		Happy		
Blue	Tired			
Blue	Tired			
Green		Happy		
Green		Focused		



Yellow			Silly	
Green		Happy		
Green		Content		
Yellow			Silly	
Green		Happy		
Green		Content		
Green		Happy		
Blue	Tired			
Green		Focused		
Green		Happy		
Yellow			Silly	
Green		Happy		
Green		Happy		
Green		Focused		
Green		Happy		
Yellow			Silly	
Green		Happy		
Green		Happy		
Green		Happy		
Green		Happy		
Yellow			Silly	
Green		Focused		
Yellow			Nervous	
Green		Happy		
Green		Happy		
Green		Happy		
Green		Focused		
Yellow			Silly	
Yellow			Silly	
Blue	Tired			
Green		Happy		
Green		Happy		
Green		Content		
Blue	Tired			
Green		Focused		

Blue	Tired			
Green		Happy		
Green		Focused		
Green		Happy		
Green		Content		
Green		Focused		
Green		Content		
Green		Happy		
Green		Focused		
Yellow			Frustrated	
Green		Focused		
Green		Content		
Yellow			Silly	
Green		Content		
Yellow			Silly	
Green		Happy		
Blue	Tired			
Green		Happy		
Green		Content		
Green		Focused		
Yellow			Silly	
Yellow			Silly	
Green		Focused		
Green		Happy		
Green		Happy		
Green		Content		
Green		Focused		
Green		Focused		
Green		Focused		
Green		Content		
Green		Content		
Green		Focused		
Green		Happy		
Yellow			Silly	
Green		Content		

Blue	Tired			
Green		Happy		
Green		Content		
Green		Happy		
Green		Happy		
Green		Happy		
Green		Happy		
Green		Focused		
Green		Content		
Green		Happy		
Green		Content		
Yellow			Silly	
Green		Focused		
Blue	Tired			
Blue	Tired			
Yellow			Silly	
Yellow			Silly	
Blue	Sad			
Yellow			Silly	
Green		Content		

Table A6. Glaser Check-Out.

What zone are you in right now?	Why are you in blue zone?	Why are you in the green zone?	Why are you in the Yellow zone?	Why are you in the Yellow zone?
Green		Content		
Yellow			Silly	
Green		Content		
Green		Focused		
Green		Content		
Green		Focused		
Blue	Tired			
Green		Focused		
Green		Focused		
Yellow			Silly	
Blue	Tired			

Green		Content		
Yellow			Silly	
Green		Happy		
Green		Happy		
Green		Happy		
Green		Happy		
Yellow			Nervous	
Green		Focused		
Yellow			Silly	
Yellow			Silly	
Yellow			Silly	
Green		Focused		
Green		Content		
Blue	Uninterested			
Blue	Tired			
Green		Focused		
Yellow			Silly	
Red				Mad
Green		Content		
Green		Happy		
Green		Happy		
Green		Focused		
Green		Focused		
Green		Focused		
Yellow			Confused	
Green		Happy		
Yellow			Silly	
Green		Focused		
Green		Content		
Green		Happy		
Yellow			Silly	
Blue	Sad			
Blue	Tired			
Green		Happy		
Green		Content		

Green		Focused		
Green		Content		
Green		Happy		
Yellow			Silly	
Green		Happy		
Blue	Tired			
Green		Happy		
Green		Happy		
Green		Content		
Green		Happy		
Blue	Tired			
Yellow			Silly	

Table A7. Ross Check-In.

What zone are you in right now?	Why are you in blue zone?	Why are you in the green zone?	Why are you in the Yellow zone?	Why are you in the Yellow zone?
Green		Happy		
Green		Content		
Green		Happy		
Green		Content		
Green		Happy		
Blue	Sick			
Green		Focused		
Blue	Tired			
Blue	Tired			
Blue	Tired			
Green		Happy		
Blue	Tired			
Blue	Tired			
Green		Focused		
Blue	Sick			
Blue	Tired			
Green		Happy		
Blue	Uninterested			
Green		Happy		

Blue	Tired			
Yellow			Confused	
Green		Happy		
Green		Content		
Green		Happy		
Blue	Sick			
Blue	Sick			
Green		Content		
Green		Focused		
Green		Focused		
Green		Happy		
Green		Happy		
Green		Focused		
Yellow			Silly	
Green		Happy		
Yellow			Silly	
Green		Happy		
Yellow			Silly	
Yellow			Silly	
Green		Happy		
Green		Happy		
Yellow			Silly	
Blue	Tired			
Blue	Tired			
Green		Content		
Green		Happy		
Green		Content		
Blue	Tired			
Green		Happy		
Green		Happy		
Yellow			Silly	
Blue	Sick			
Green		Content		
Green		Happy		
Green		Focused		

Blue	Tired			
Green		Happy		
Blue	Sad			
Blue	Tired			
Green		Happy		
Blue	Sad			
Green		Content		
Blue	Sick			
Green		Happy		
Blue	Sad			
Blue	Sick			
Blue	Sad			
Green		Happy		
Green		Happy		
Green		Focused		

Table A8. Ross Check-Out.

What zone are you in right now?	Why are you in blue zone?	Why are you in the green zone?	Why are you in the Yellow zone?	Why are you in the Yellow zone?
Yellow			Silly	
Yellow			Silly	
Blue	Tired			
Blue	Sick			
Blue	Tired			
Green		Happy		
Green		Content		
Blue	Tired			
Blue	Tired			
Blue	Tired			
Yellow			Silly	
Blue	Sick			
Blue	Tired			
Blue	Sick			
Green		Focused		
Blue	Tired			

Blue	Tired			
Yellow			Silly	
Red				Out of Control Excited
Yellow			Silly	
Green		Happy		
Green		Happy		
Blue	Tired			
Green		Content		
Yellow			Silly	
Green		Happy		
Blue	Sad			
Blue	Sick			
Green		Happy		
Green		Happy		
Yellow			Silly	
Green		Happy		
Green		Content		
Blue	Tired			
Yellow			Silly	
Yellow			Silly	
Blue	Tired			
Green		Happy		
Blue	Sad			
Blue	Sick			
Yellow			Silly	
Blue	Tired			
Blue	Tired			
Green		Content		
Green		Happy		
Blue	Sick			