



Integrating SEL and TIP into Music Classrooms

The Midwest Band and Orchestra Clinic
Dr. Ryan V. Scherber & Dr. Adrienne Bedell
Case Western Reserve University
Cleveland, Ohio

Presentation Outline

- 1. Introductions – Getting to know one another
- 2. Core Concepts in SEL and TIP
- 3. Alignments Between SEL and TIP
- 4. Applications to Music Classrooms

Presentation Format

- Interactive opportunities utilizing your phone, tablet, or computer
- Use the URL and code at the top of each screen or the QR found here
- Responses are anonymous
- We want to tailor our session to you so please feel free to engage as desired
- At any time, please feel free to use the "Open Q&A" dialog to ask us a question when one comes to mind! We can address them at the end.

Dr. Ryan Scherber

- Assistant Professor of Music Education & Director of Bands @ CWRU

- Previous district-wide music teacher (band, choir, and general music) for Southeastern Local Schools in South Charleston, OH
Taught grades 4–12

Research Interests: Pitch perception, nonverbal communication, classroom interactions





Dr. Adrienne (Ageh) Bedell

- Community music educator:
- Lecturer @ CWRU
- Faculty Advancement Departmental Assistant

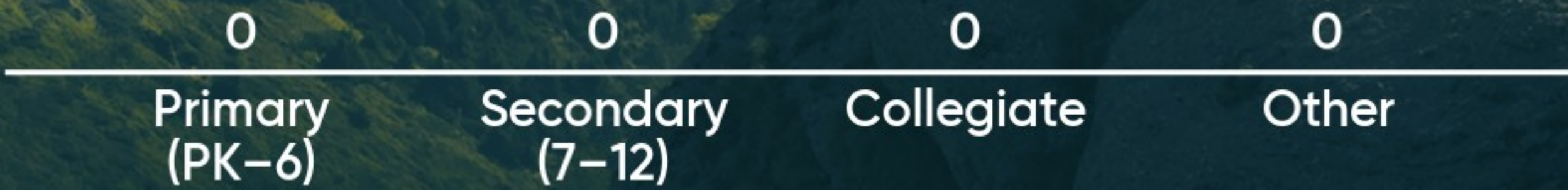
Research Interests: Trauma-Informed Pedagogy, Asset-Informed Pedagogy, Violence Prevention

Learning about you!

Have your devices ready, on the next few slides, you'll have the chance to tell us a little bit about all of you.

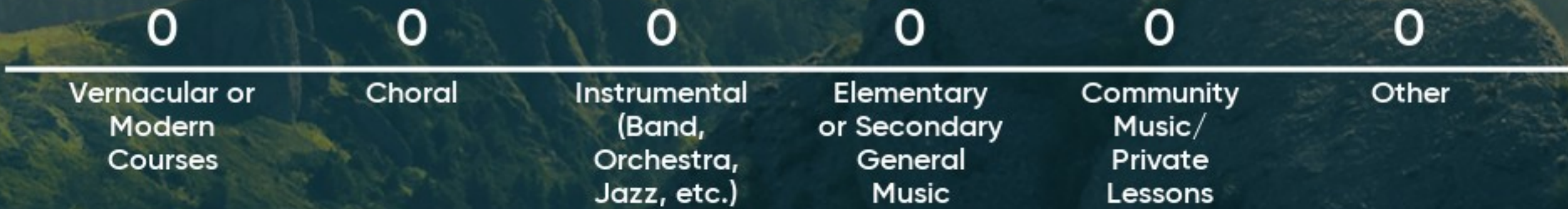


On your device, please select the age level you primarily teach:





On your device, please select your primary teaching area:



In one or two words, why are you interested in this session?

Waiting for responses ...



Core Concepts: SEL and TIP

Social – Emotional Learning

What is SEL?

“Encompasses the processes through which individuals attain and effectively apply the knowledge, attitudes, and skills necessary to identify and manage their emotions; understand another’s perspective and show empathy for others; set and achieve positive goals; develop and sustain positive relationships; and make responsible decisions” (CASEL, 2013)



Why is SEL important: Impacts of SEL (briefly) via CASEL



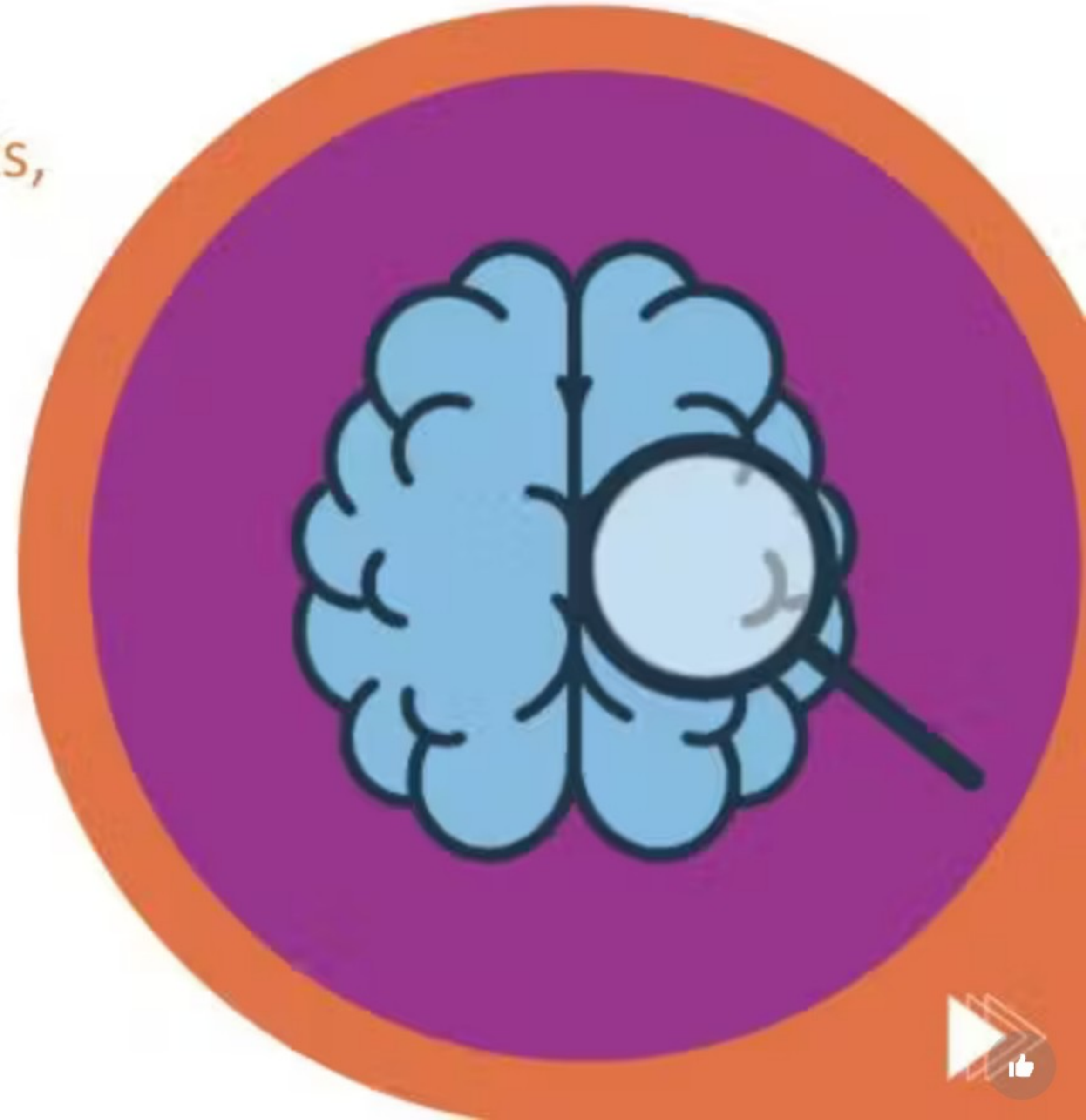
CORE SEL COMPETENCY

SELF-AWARENESS

Understanding our emotions and thoughts, and how they influence our actions.

Examples:

- A healthy sense of identity
- Self-reflection
- Understanding thoughts and feelings
- Self-respect
- A sense of purpose

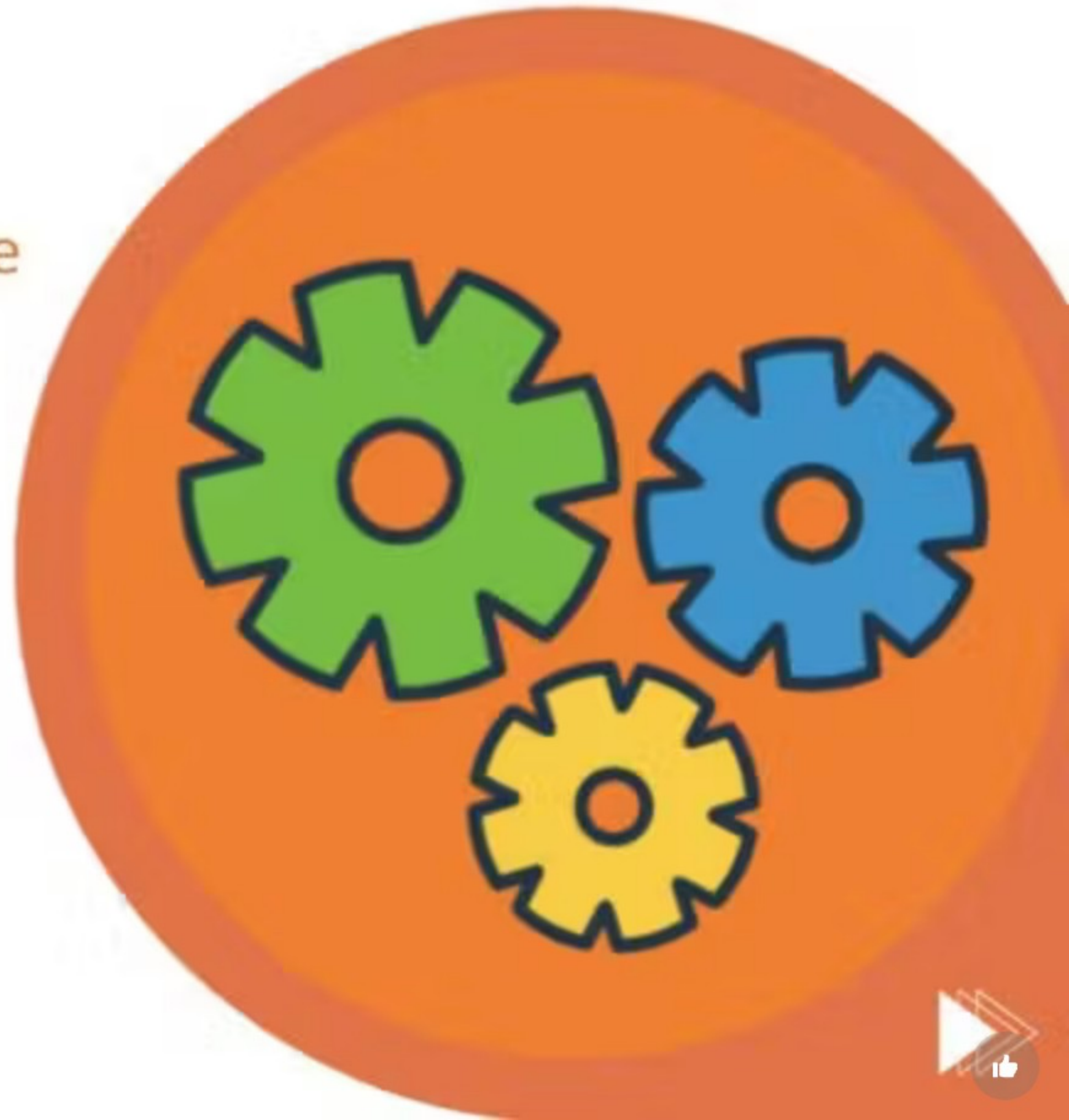


SELF-MANAGEMENT

Managing one's emotions, thoughts, and behaviors in different situations to achieve goals and aspirations.

Examples:

- Belief that my voice and choices matter
- Overcoming challenges
- Agency: "I'm willing and able to make a difference"
- Managing feelings
- Staying motivated



SOCIAL AWARENESS

Understanding the perspectives of and empathize with others, including those from diverse backgrounds.

Examples:

- A sense of belonging and trust in others
- Feeling accepted and included
- Understanding others' perspectives
- Showing empathy and compassion for others
- Recognizing why people act the way they do
- Knowing what others expect from us



RELATIONSHIP SKILLS

Establishing and maintaining healthy, supportive relationships and effectively navigating settings with diverse groups.

Examples:

- Collaborative problem-solving
- Communication, including listening
- Healthy, supportive relationships
- Asking for and offering help
- Standing up for others
- Cooperation



RESPONSIBLE DECISION-MAKING

Making caring and constructive choices about personal behavior and social interactions across diverse situations.

Examples:

- Curiosity: Seeking new knowledge and understanding
- Open-minded investigation
- Critical thinking
- Considering the well-being of others and self
- Understanding impact and consequences





A REAL-LIFE SEL SCENARIO

Michelle and Rodney are 4th grade students in an elementary music class. The music class begins with a drum circle everyday and on this day, each student is invited to create their own drumming pattern during an improvisation moment. When it is Rodney's turn to improvise, they hesitate, start a pattern, then freezes while the rest of the group continues the ostinato. Michelle points, laughs, and claps and Rodney appears very upset. How might you respond as the teacher?

SEL Scenario and Feedback

Having read the previous prompt, how might you respond to Michelle's behavior?



6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's [Center for Preparedness and Response \(CPR\)](#), in collaboration with SAMHSA's [National Center for Trauma-Informed Care \(NCTIC\)](#), developed and led a new training for CPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work.

Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:

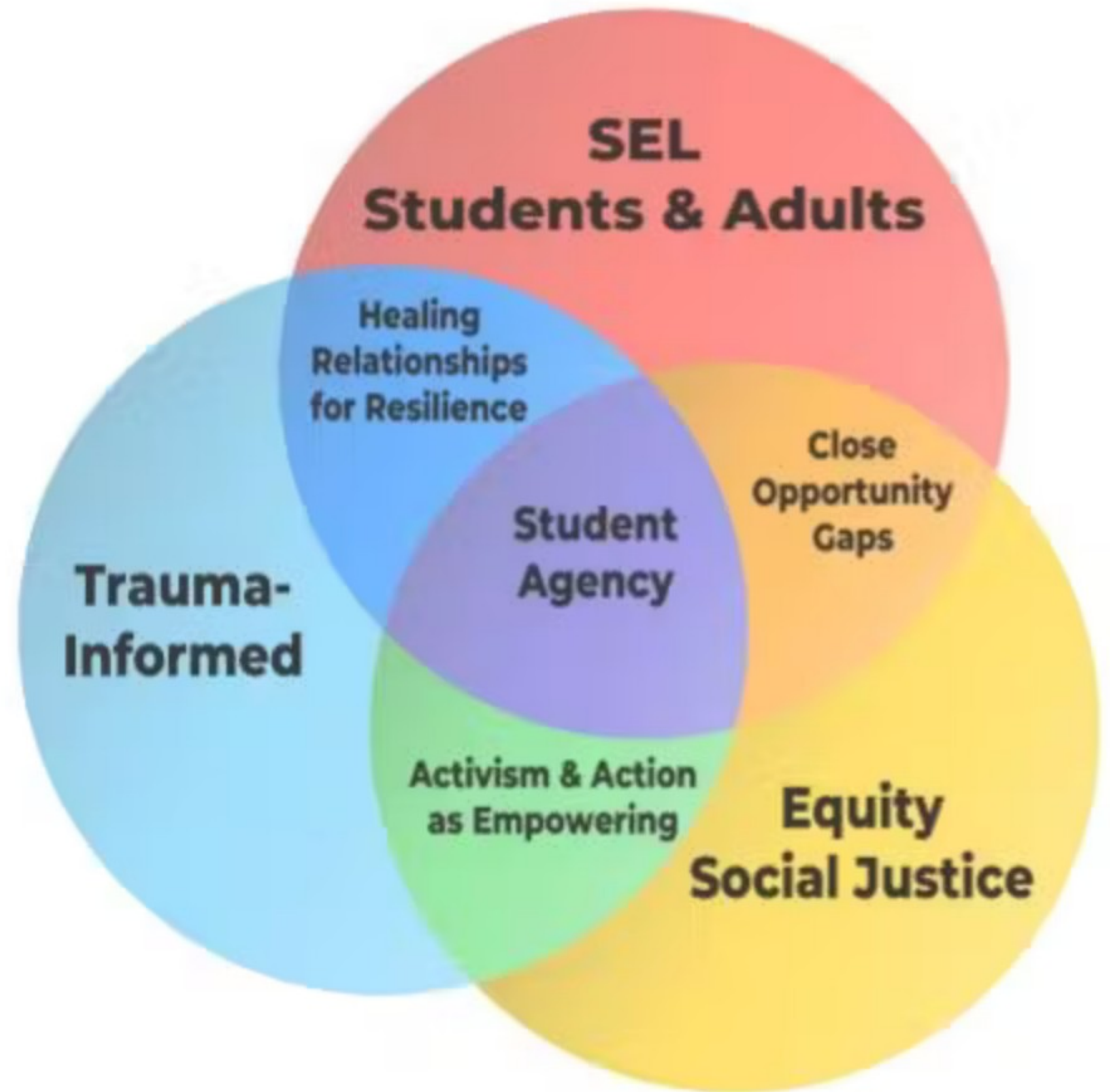


Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by [CPR](#) and [NCTIC](#) was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

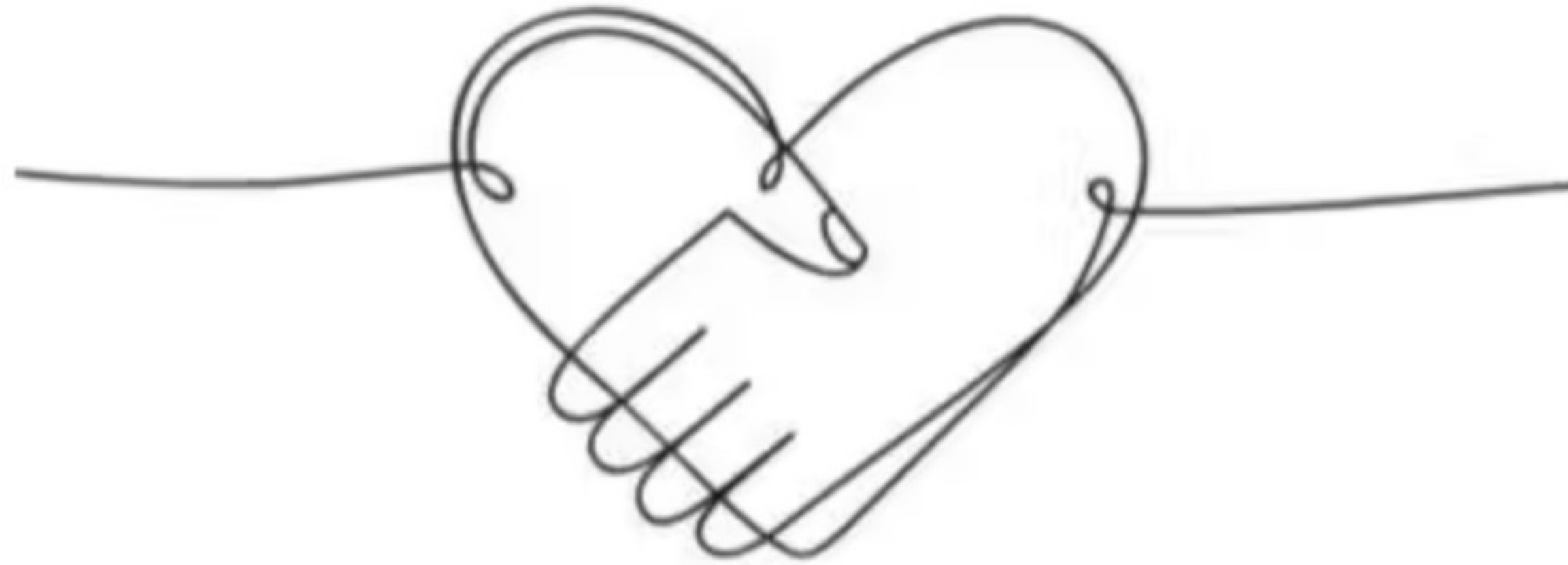
Trauma-Informed Pedagogy

How do **SEL** and **TI** practices overlap?

How do **SEL** and **TI** practices differ?



How is trauma defined?



We define trauma as 'an **overwhelming experience** that undermines a person's belief that the world is good and safe' (Brunzell & Norrish, 2021).



TYPES OF TRAUMA EXPOSURE



SIMPLE

A singular event (e.g., an accident, medical procedure, natural disaster)



DEVELOPMENTAL

ACEs; early adversity that impacts childhood development



COMPLEX

Multiple or ongoing instances (e.g., witnessing violence, ongoing abuse)



HISTORICAL

Multigenerational trauma experienced by a specific cultural, racial, or ethnic group

MANIFESTATIONS OF TRAUMA

IN THE CLASSROOM

The Window of Tolerance (Ogden, Minton, and Pain, 2006; Siegel, 2020)

Hyperarousal

Fight-Flight response
(chaotic, aggressive, flighty, or escalated)

**Window of
Tolerance**

Ready to learn
Students can focus on learning

Able to tolerate their experiences,
self-regulate their behaviors

Hypoarousal

Freeze response (unfocused, withdrawn, flat, or exhausted)





The Four Rs of Trauma-Informed Care



This figure is adapted from: Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's concept of trauma and Guidance for a trauma-informed approach. HHS publication no. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.



How do we **define**...

How do we **experience**...

How do we **establish**...

Equity-centered, trauma-informed
principles?





A REAL-LIFE SCENARIO

Dylan is a talented fifth grade student in your ensemble, dedicated to enhancing their individual musicianship. In the past few months, you have observed Dylan acting out in the classroom, such as throwing chairs, speaking out of turn, and ripping up sheet music. Their behavior is not typical but has increasingly become worse, and now Dylan is constantly in trouble at school. When attempting to address their behavior during rehearsal, Dylan becomes highly defensive and aggressive, often challenging you by questioning what you are doing or refusing to participate. From there, things escalate as Dylan becomes loud and disruptive, and you have eventually resorted to having them escorted out of rehearsal. Once in the hallway, they become more disruptive to neighboring classrooms and has tremendous difficulty calming down. You are worried about Dylan and are unsure of what you can do, as you do not want to kick them out of the ensemble but know that their behavior cannot continue.



TIP Scenario and Feedback

Having read the previous prompt, how might you respond to Dylan?



Incorporating SEL & TIP Strategies into your Classroom

TRAUMA-INFORMED SEL PRACTICES TO CONSIDER

Music educators can express trauma-informed rehearsal spaces in these ways

CREATE A **SAFE** CLASSROOM CULTURE

Begin each class with:

Daily check-ins (greet at door!)
Unconditional positive regard
Transparent & predictable
expectations



SHARE POWER

Student-centered
techniques: Let them voice

Repertoire decisions
Rehearsal notes
Peer learning goals

RECOGNIZE INDIVIDUAL STUDENTS

Foster mutual, collaborative, and
respectful relationships with students:

Identify & share character strengths
Student interest surveys
Personalized certificates & awards



Additional Actionable Strategies for YOUR Classroom! (see handout)

- Removal of Stress from the Body
- Building Student Stamina
- Fostering Productive Rapport
- Developing Positive Character
- Strengthening Engagement



Questions? Please feel free to raise your hand or submit an anonymous question with your device.

**0 questions
0 upvotes**

Thank you for attending!

Ryan: ryan.scherber@case.edu
Ageh: adrienne.bedell@case.edu

