

Sarah Gould

Bibliography and Research

Annotated Bibliography

I have chosen to research the following topics: the advocacy of choral music education and motivation for at-risk youth. The intersection of these topics focuses on choral music outreach and its role in benefiting communities prone to challenges such as the school-to-prison pipeline, gang activity, homelessness, and addiction. The following 100 sources explore the benefits of choral music education in both school settings and extracurricular activities, the positive development of youth, and the advantages of music outreach programs. Each source provides valuable insights for the work I intend to pursue in the future in the field of music outreach. I believe that connecting these topics has potential to influence education policy and spark impactful outreach projects.

Advocacy for Choral Music Education

Anderson, Dean Phillip. "Improving Parent Advocacy and Participation for More Successful Arts Education Programming in High School Choral Music through Political Involvement." PhD practicum, Nova Southeastern University, Fort Lauderdale, 1994. Education Resources Information Center. <https://eric.ed.gov/?id=ED392657>.

Anderson's practicum aimed to improve and empower a parent organization in a high school choral program. He collaborated with the choral director to outline parent participation strategies in areas such as lobbying, networking, leadership skills, budget and fundraising, school-wide and community engagement, and logistical support for concerts and trips. As a result of these efforts, parent participation in the choral organization increased from forty hours to 282 hours per month, significantly benefiting the choral organization and helping them achieve their goals. [sourced from Google Scholar]

Bartolome, Sarah J. "'It's Like a Whole Bunch of Me!': The Perceived Values and Benefits of the Seattle Girls' Choir Experience." *Journal of Research in Music Education* 60, no. 4 (2013): 395–418. <http://www.jstor.org/stable/41999556>.

A year-long study explores participation in the Seattle Girls Choir (SGC), focusing on both musical and non-musical outcomes. Bartolome highlights that, as of 2013, approximately 10.1 million children in the U.S. participate in choral experiences. Through her year of observations and interviews with the SGC, the author examines how choir participation fosters personal growth and community. [sourced from JSTOR]

Block, Debbie Galante. "Concert Programs can Double as Advocacy Tools." *Teaching Music* 16, no. 2 (October 2008): 20.

http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/trade-journals/concert-programs-can-double-as-advocacy-tools/docview/227146186/se-2.

While audience members may be tempted to throw away a concert program at the end of an event, Block argues that this piece of paper can be one of the best tools a music educator can use to advocate for their program. Drawing on Rob Westerberg's work, she emphasizes the inclusion of educational resources, legislative letters for action, and other advocacy content in a concert program. Block provides encouragement to write program notes and compile affective content that aids a director in their quest to creating advocacy through concert programs. [sourced from TCU Catalog]

Brinckmeyer, Lynn. "Advocacy for the Choral Art: Empowering our Communities." *The Choral Journal* 65, no. 3 (October 2024): 22-26.

http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/scholarly-journals/advocacy-choral-art-empowering-our-communities/docview/3117118721/se-2.

Brinkmeyer's article discusses the importance of the non-musical community's support and advocacy for music programs. She provides strategies for educating communities about the power of music education, including examples such as standards as well as contact information to state legislators in concert programs to encourage parent advocacy. She encourages directors to invite people in positions of leadership to concerts. This source is incredibly useful for current choir directors, as many of the action items directly apply to their programs. [sourced from Music Periodicals Database]

Bruno, Karen L. "Everyday Advocacy for Your Choral Program." *The Choral Journal* 65, no. 3 (October 2024): 28-35.

http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/scholarly-journals/everyday-advocacy-your-choral-program/docview/3117119446/se-2.

People frequently ask music educators, "what is your why?" in regard to their reason for choosing a career in music education. Bruno believes that a music teacher who feels impassioned about their work will feel motivated to advocate for their program. She gives resources to aid in the practice of advocacy, complete with examples of these resource concepts in practice. [sourced from Music Periodicals Database]

Bumgarner, Amanda. "Advocacy for the Arts: Forging our Way Forward." *The Choral Journal* 61, no. 1 (August 2020): 49-51.

http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/scholarly-journals/advocacy-arts-forging-our-way-forward/docview/2446731645/se-2.

Published amid the COVID-19 pandemic, Bumgarner's article calls for educators to ensure they are best prepared to advocate for their programs given the unforeseen

circumstances they face in the coming months. She references that fifty-three national arts and education organizations endorsed the 'Arts Is Essential' statement in her effort to raise questions regarding why advocacy is important, what advocacy entails, and how educators can not only implement advocacy, but develop policy to protect music programs. At the end of the article, Bruno supplies a list of additional resources for educators to use. [sourced from Music Periodicals Database]

Cole, Katie. "Professional Notes: Brain-Based-Research Music Advocacy." *Music Educators Journal* 98, no. 1 (2011): 26–29. <http://www.jstor.org/stable/23012635>.

Cole believes scientific research supports the argument for music in schools and the necessity for its advocacy. The article highlights cognitive benefits of music making, including sustained motivation, strengthened attention networks, and increased concentration. Researchers discussed other studies, such as one at Harvard University that explored music in relation to mathematical and spatial intelligence and another between music and literacy skills. Additionally, Cole provides practical applications for her research findings. [sourced from JSTOR]

Elpus, Kenneth, and Carlos R. Abril. "High School Music Ensemble Students in the United States: A Demographic Profile." *Journal of Research in Music Education* 59, no. 2 (2011): 128–45. <http://www.jstor.org/stable/23019481>.

Based on the 2004 follow-up study to the Education Longitudinal Study, twenty-one percent of high school seniors in the United States participated in music ensembles. The goal of Elpus and Abril's research was to compile a quantitative survey of what kinds of students participate in high school music ensembles. The researchers examined factors such as socioeconomic status, race, ethnicity, gender, relation to test scores and GPA, parent education, and native language. [sourced from JSTOR]

Elpus, Kenneth. "Improving Music Education Advocacy." *Arts Education Policy Review* 108, no. 3 (January 2007): 13-18. http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/scholarly-journals/improving-music-education-advocacy/docview/211032094/se-2.

Rather than suggest typical approaches to music education advocacy, Elpus recognizes the need for improvement when practicing advocacy. He understands when they are asked to advocate for their program, music educators often feel underprepared or use questionable research. Elpus suggests that music educators utilize tools such as lobbying for stronger legislative support. He calls upon the National Association for Music Educators to better educate teachers on the topic of advocacy and he encourages individual educators to take responsibility and act. [sourced from Music Periodicals Database]

- . “Organizing Your Parents for Effective Advocacy.” *Music Educators Journal* 95, no. 2 (December 2008): 56-61.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/scholarly-journals/organizing-your-parents-effective-advocacy/docview/197201123/se-2.

Parents serve as a valuable yet often overlooked resource for music education advocacy. Elpus recognizes the music booster group as a strong advocacy group, one that must operate separately from the music director to ensure the director’s protection in challenges with budget or disputes with the school board or administration. “Organizing Your Parents” gives tools to assemble a music booster group, logistics to be tax-exempt, and crafting a clear message for the group to use in times of challenge, all to ensure the booster’s success. [sourced from Music Periodicals Database]

- Fung, C. Victor, and Lisa J. Lehmberg. *Music for Life: Music Participation and Quality of Life of Senior Citizens*. New York, NY: Oxford University Press, 2016.

The goal of *Music for Life* is to recognize not only the benefits of lifelong music-making, but also the specific impact that musical experiences have on older adults. Fung and Lehmberg explore research topics such as music education, adult learning, medicine, and music therapy, among others. The book looks at three studies that researchers implemented at a retirement community called Evergreen Town that explored the history and rationale for music participation among the community, and a church choir and bluegrass group within the community. Findings indicated that music participation contributed to heightened self-esteem, spirituality, self-expression, and memory. The book recognizes that music education can extend beyond the generalized public education system. [sourced from TCU Catalog; call number MT1 .F94]

- Gadberry, David. “Music Participation and Academic Success.” *Kodaly Envoy* 36, no. 4 (2010): 13–14.

Gadberry builds on a study conducted by Chorus America, which found a correlation between children’s participation in choirs and higher academic success. While the author recognizes this study’s usability for advocacy, he poses what music educators want the focus of the profession to be: is the goal to create music for its own sake, or is it to gain nonmusical goals from music education? Gadberry says advocates of music education are quick to make the connection between music and unrelated fields to argue for its place in the American education canon, and he cautions against this proposition, encouraging advocates to recognize that music making is, in and of itself, beneficial. [sourced from TCU Catalog]

- Gaser, Christian, and Gottfried Schlaug. “Brain Structures Differ between Musicians and Non-Musicians.” *The Journal of Neuroscience* 23, no. 27 (2003): 9240–45.
<https://doi.org/10.1523/jneurosci.23-27-09240.2003>.

Gaser and Schlaug analyzed the brain matter of professional musicians (keyboard players) in relation to amateur musicians and non-musicians to determine if there was a difference in neurological structure. Researchers used a voxel-by-voxel morphometric approach, which is a statistical technique of examining 3D MRI data to compare gray matter concentration in the brain. The results revealed that professional musicians displayed a larger volume of gray matter in the brain in relation to motor, auditory, and visual-spatial regions of the brain. The authors acknowledge that their selection of professional musicians may have skewed the results, and suggested further studies would be necessary to confirm their findings. [sourced from TCU Catalog]

Hale, Caitlin. "Closing the Gap in Performing Music Ensembles: A Study to Examine Barriers of Access to Equitable Participation." EdD diss., St. John's University, New York, 2024. ProQuest Dissertations & Theses Global.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/closing-gap-performing-music-ensembles-study/docview/2954128553/se-2.

Hale's goal in her dissertation was to examine the disparities in student participation in music ensembles in relation to race, socioeconomic status, ethnicity, and other factors using social justice theory and the Cultural Proficiency Framework. Her study, which involved nearly 400 middle school students in a district with a nationally recognized music program, found that white students were overrepresented compared to students of color and those from lower-income backgrounds. However, research proved that minority students who participated in music reflected a positive trend in academic achievement and secondary music retention. [sourced from ProQuest Dissertations & Theses Global]

Hedgecoth, David M., and Sarah H. Fischer. "What History Is Teaching Us: 100 Years of Advocacy in 'Music Educators Journal.'" *Music Educators Journal* 100, no. 4 (2014): 54–58. <http://www.jstor.org/stable/43288871>.

The *Music Educators Journal* has long served as a valuable resource for music education advocacy. In "What History is Teaching Us," Hedgecoth and Fischer embark on a journey to the past, examining how advocacy has changed and remained relevant in music education for the last century. The authors explore how *MEJ* suggested that educators involve their communities in advocacy work by continually stating its value and necessity in schools. [sourced from JSTOR]

Johnson, Terre. "Encore! Advocating for the Arts in Education." *The Choral Journal* 50, no. 11 (June 2010): 28-33.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/scholarly-journals/encore-advocating-arts-education/docview/340288085/se-2.

Terry Taylor is a former music minister and current advocate for music and the arts in his Alabama community. In this interview, Johnson probes Taylor to learn more about his

Encore initiative in public schools, a program that provides music making and singing opportunities in local elementary schools with no music programs. Taylor's program succeeded not only on its own but also led to meaningful change: many of the participating schools established music programs and hired music educators thanks to Taylor's efforts of advocacy. [sourced from ProQuest]

Kinney, Daryl W. "Selected Demographic Variables, School Music Participation, and Achievement Test Scores of Urban Middle School Students." *Journal of Research in Music Education* 56, no. 2 (2008): 145–61. <http://www.jstor.org/stable/40343721>.

Kinney's quantitative study examines the relationship between student participation in music and standardized test scores. The study evaluated students based on test scores from before fourth grade and after sixth and/or eighth grade to track growth. The researchers sectored students into groups based on participation in band, chorus, or neither. Researchers also considered factors such as socioeconomic status. Kinney provides a variety of statistics that show trends of higher test scores acting in relation to class music participation. [sourced from JSTOR]

Ko, Jan-Mitchell. "Revolutionizing Music Education for BIPOC Students—New Possibilities of Practice." EdD diss., Loyola Marymount University, Los Angeles, 2024. ProQuest Dissertations & Theses Global. http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/revolutionizing-music-education-bipoc-students/docview/3086878627/se-2.

In "Revolutionizing Music Education" Ko advocates for a shift in music education curriculum to incorporate music practices outside of the Western Art tradition. She understands the impact that only teaching Western music has on the black and indigenous people of color (BIPOC) and utilizes Critical Race Theory and Culturally Relevant Pedagogy to respond to the dilemma. Ko interviewed university music education students and faculty to brainstorm and propose a shift in the approach to the music education curriculum for public schools and in higher education. [sourced from ProQuest Dissertations & Theses Global]

Mark, Michael L. "A History of Music Education Advocacy." *Music Educators Journal* 89, no. 1 (2002): 44–48. <https://doi.org/10.2307/3399884>.

According to Mark, advocacy is the tool for connecting music educators with policy makers and the public, encouraging support for the arts. His perspective offers a historical reference to the importance of advocacy and its origins, with its genesis in the work of Lowell Mason. The 1966 Tanglewood Symposium marked the formal beginning of music education advocacy. Mark discusses how The National Association for Music Educators (formerly the Music Educators National Conference at the time of his publication) has interacted with government agencies throughout the years since 1966 to

ensure that music education remains a valuable part of American education. [sourced from JSTOR]

Grammy-Winning Teacher Annie Ray on the Importance of Music Education for All. Arlington, VA. NewsHour Productions, 2024. <https://video.alexanderstreet.com/watch/grammy-winning-teacher-annie-ray-on-the-importance-of-music-education-for-all>.

Annie Ray won the 2024 Grammy Teacher of the Year Award for her work as a high school orchestra teacher. She values the diversity in her program, which includes students who do not speak English as their first language. During the pandemic, she started a program called “Crescendo” which allows students in the special education program to learn to play string instruments. Ray explains that it began during COVID, when only the students in the special education program were learning in person. After witnessing how beneficial the program was during that time, Ray advocated for this program to become a permanent class. [sourced from MusicOnline]

Piekarz, Frank Jeffrey. “An Examination of High School Choral Music Students’ Perceptions of Musical and Extramusical Outcomes: Implications for Advocacy.” PhD. diss., Northern Illinois University. ProQuest Dissertations & Theses, 2006. http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/examination-high-school-choral-music-students/docview/305293946/se-2.

Piekarz provides a framework for effective advocacy in high school choral music education. His dissertation acknowledges that music education has had to fight for its place in the American education system. Piekarz supplies background regarding challenges the field of music education has encountered, explores methods for overcoming marginalization, references scholars and trailblazers within music education, and establishes ways to overcome the challenges of advocacy. [sourced from RILM; dissertation from Northern Illinois University]

Price, Milburn. “From the President: Advocacy: A Continuing Need.” *The Choral Journal* 41, no. 3 (10, 2000): 3-3, 69. http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/scholarly-journals/president-advocacy-continuing-need/docview/1032404/se-2.

John Adams fought for his descendants to have the right to study music and the arts, as former American Choral Director’s Association (ACDA) president, Millburn Price, notes. Price acknowledges that educators have taken positive steps, such as the ACDA Advocacy Resolution and the National Standards for kindergarten through twelfth grade music education. He also highlights the significant work remaining in music education advocacy. Price encourages readers to persevere, as it is necessary to continue advocacy efforts for the betterment of the choral music education field. [sourced from Music Periodicals Database]

Roe, Paul F. *Choral Music Education*. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Choral Music Education provides a comprehensive guide to becoming a successful choral music educator and running a thriving choral program. Roe recommends that educators use the book for study in a course for undergraduate vocal music education majors and suggests that educators continue to turn back to the book for reference material during their career. Relevant content covers curriculum, challenges of teaching different grade levels, styles and traditions of music, classroom management, conducting, performances, and rehearsal techniques. This book provides a foundation for what teachers need to create a successful music program, one worth advocating for. [sourced from TCU Catalog; call number MT930 .R65]

Shorner-Johnson, Kevin. "Building Evidence for Music Education Advocacy." *Music Educators Journal* 99, no. 4 (June 2013): 51–55. doi:10.1177/0027432113483838.

Advocating for music education in schools requires considering resource allocation, especially as school systems face budget cuts and other financial challenges. Shorner-Johnson focuses on how to ensure music education stays at the forefront of these challenges, using Aristotle's persuasive rhetoric of ethos, pathos, and logos as the primary framework of his article. He provides examples of schools and educators that have historically and successfully used Aristotle's beliefs, like Lowell Mason. The article concludes with a call to action for continued advocacy of the musical arts. [sourced from RILM]

Swain, Tooshar. "Music Education Advocacy Post ESSA." *The Choral Journal* 60, no. 2 (2019): 18–25. <https://www.jstor.org/stable/26870084>.

Congress passed the Every Student Succeeds Act (ESSA) in 2015 declaring that music education should be part of every child's education. Swain delves into how music educators can leverage this policy and its funding to ensure music's place in schools for the future. Swain encourages that advocacy continue locally and nationally, because a law or an act does not necessarily ensure the security of music in schools forevermore: the work must continue. [sourced from JSTOR]

Marginalized Voices in Music Education, ed. Brent C. Talbot. New York, NY: Routledge, 2018.

In a collection of essays, Talbot compiles diverse perspectives that investigate how privilege and marginalization impact music education. The essays provide useful insights for college students studying music education. Topics include the experiences of students with visual impairments in music classrooms, a woman's fight for visibility and

leadership in a world full of male band directors, and a transgender student's desire to sing in a female ensemble. [sourced from TCU Catalog]

West, Chad, and Matthew Clauhs. "Strengthening Music Programs While Avoiding Advocacy Pitfalls." *Arts Education Policy Review* 116 no. 2 (April 24, 2015): 57–62. doi:10.1080/10632913.2015.1007831.

The Tanglewood Symposium of 1967 and the Housewright Declaration of 1999 (updated after the publication of this article) both serve as milestones in music education advocacy. West and Clauhs recognize how music education has strayed from the principles set forth in Tanglewood and Housewright and suggest how music education advocacy can improve. The article concludes with an encouraging message to educators that they take responsibility and action to ensure music and arts remain an integral part of American public education. [sourced from Google Scholar]

Wolff, Karen I. "The Nonmusical Outcomes of Music Education: A Review of the Literature." *Bulletin of the Council for Research in Music Education*, no. 159 (2004): 74-91. <http://www.jstor.org/stable/40319210>.

"The Nonmusical Outcomes of Music Education" outlines exactly what the title states: the beneficial outcomes that music education sparks. Wolf highlights the following as positive nonmusical outcomes—learning transfer between music and other school subjects, music and social-emotional well-being, and music and physical wellness. One notable study in Dallas, Texas titled "Learning to Learn Through Music," provides musical opportunities for underserved children in the Dallas Independent School District. The goal of these voluntary programs (piano and strings lessons and early childhood music exploration) is to provide not only music education, but transferable education skills to other subjects. [sourced from JSTOR]

Young, Sarah Malin. "Choral Directors' Perspectives on Advocacy Statements Targeted Toward Non-Musicians." Master's thesis, Texas Tech University, Lubbock, 2022. Google Scholar. <https://ttu-ir.tdl.org/server/api/core/bitstreams/e286a856-3173-438a-a20c-ac77573353d6/content>.

Young surveys Texas choral directors to identify what forms of advocacy are most effective when encouraging support from non-musicians, as well as how educated and aware choral directors are on current advocacy research. Findings suggest that directors are more successful in gaining support by emphasizing extra-musical benefits of singing, rather than musical outcomes of singing. Young summarized how this information can aid directors in recruiting singers to join their programs. [sourced from Google Scholar]

Zeuch, Kyle. "Extreme Choral Program Makeover: Advocacy Edition." *Choral Journal: The Official Publication of the American Choral Directors Association* 53, no. 4 (November 2012): 73–75.

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,uid&db=rft&AN=A961772&site=ehost-live>.

"Extreme Choral Program Makeover" recognizes that advocacy is an essential non-musical action that is fully necessary to successfully run a robust choral program. Zeuch outlines five forms of choral music advocacy: environmental advocacy, performance advocacy, public advocacy, collaborative advocacy, and performance advocacy. Each form of advocacy the author discusses comes with ways to achieve successful implementation. [sourced from RILM]

Motivation for At-Risk Youth

Akiva, Thomas, and Christy Galletta Horner. "Adolescent Motivation to Attend Youth Programs: A Mixed-Methods Investigation." *Applied Developmental Science* 20, no. 4 (October 2016): 278–93. doi:10.1080/10888691.2015.1127162.

While youth programs offer beneficial experiences for most children, Akiva and Horner recognize that youth in low-income areas often do not participate in these programs. The authors examine the values and reasons for attendance at youth programs, particularly by children from low-income families. Their findings suggest that, aside from the actual content of the program, the most important factor in continual attendance was the retention and ongoing involvement of staff members and peers. Researchers can apply the significant quantitative data in the study to further studies on motivation for at-risk youth. [sourced from TCU Catalog]

Bahena, Sofía. *Disrupting the School-to-Prison Pipeline*. Cambridge, MA: Harvard Educational Review, 2012.

Disrupting discusses the phenomenon of under-served at-risk youth feeding directly from school into the prison system. The book presents essays from scholars, educators, students, and community members working to challenge the trends and disrupt the harmful trajectory for at-risk youth. One notable approach that this book takes is incorporating essays from students and adults who have directly experienced the impact of the school-to-prison pipeline, whether as someone who was incarcerated or as someone close to an incarcerated individual. [sourced from TCU Catalog]

Beyond Suspensions: Examining School Discipline Policies and Connections to the School-to-Prison Pipeline for Students of Color with Disabilities Briefing before the United States

Commission on Civil Rights Held in Washington, DC. Washington, DC: U.S. Commission on Civil Rights, 2019.

The Civil Rights Commission presented a report to the U.S. President, Vice President, Senate Majority Leader, and Speaker of the House, examining the connection between the school-to-prison pipeline and school discipline policies, particularly in relation to at-risk students — specifically students of color, students with disabilities, those who identify as both. The Commission highlights different kinds of discipline, including exclusionary discipline, which takes students out of class to serve time for a disciplinary action. The findings suggest that students of color do not commit more disciplinable offenses than white students, yet they are punished more harshly and for longer periods. Additionally, students with disabilities experience twice as many suspensions annually as their non-disabled peers. The Commission provides alternative strategies to current discipline practices and offers ways the federal government can support these efforts. [sourced from TCU Catalog]

Brazier, Heath L. “Juvenile Gang Involvement: A Qualitative Study Examining the Process of Joining and Leaving a Gang.” PhD diss., University of Central Arkansas, Conway, 2024. ProQuest Dissertations & Theses.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/juvenile-gang-involvement-qualitative-study/docview/3090155679/se-2.

Brazier claims his research is the first qualitative study to identify the reasons male adolescents join or desist from a gang using the Risk-Need-Responsivity perspective. In his dissertation, Brazier interviews three male adolescent justice-involved participants to better understand why one may join or desist from a gang. His results note that the majority of youth know of the multiple methods to join or desist from a gang, as well as their motivation one way or the other. [sourced from ProQuest Dissertations & Theses Global]

Brewster, Ann B., Wilkie A. Wilson, and Timothy J. Strauman. “Takin’ It to the Streets: Approach/Avoidance Motivation in the Lives of At-Risk Youth.” *Psychological Inquiry* 30, no. 3 (2019): 147–50. <https://doi.org/10.1080/1047840X.2019.1646052>.

“Takin’ It to the Streets” centers on disconnected youth who are not affiliated with a school or form of work. The article discusses determinant motivators to minimizing harmful engagement and maximizing youth potential. The authors focus primarily on the benefits of self-regulation by including examples of how to implement it for intervention and prevention research. The article also serves as a collaborative tool for ongoing integrative research that researchers conduct with at-risk youth to best discover self-regulation application. [sourced from TCU Catalog]

Briones Mendieta, Cesar A. “The Development of Youth Voice in a Community-Based Social Action Program.” PhD diss., Western Michigan University, Kalamazoo, 2024.

http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/development-youth-voice-community-based-social/docview/3052920341/se-2.

The Great Lakes PeaceJam program, a community-based initiative, focuses on empowering high school and college students through social justice activism. Briones Mendieta investigates how the program encourages the development of youth voices by cultivating social consciousness and activism. He concludes that the program deepens students' moral development, clarity of purpose, and social responsibility. [sourced from ProQuest Dissertations & Theses Global]

Brunson, Rod K., and Kashea Pegram. “‘Kids Do Not So Much Make Trouble, They Are Trouble’: Police-Youth Relations.” *The Future of Children* 28, no. 1 (2018): 83–102. <https://www.jstor.org/stable/26641548>.

Brunson and Pegram examine what determines a police officer's decision to stop, search, and arrest minors. Their research reveals that police officers disproportionately target children of color, especially black and Latino boys. However, the article provides optimism that improvement in police-youth relations is possible and includes instances of such relations, such as police-community partnerships and consent decrees. [sourced from JSTOR]

Camilleri, Vanessa A. *Healing the Inner City Child: Creative Arts Therapies with at-Risk Youth*. London: Jessica Kingsley Publishers, 2007. <https://ebookcentral.proquest.com/lib/tcu/detail.action?docID=334115>.

Healing the Inner City Child explores how arts-based therapies can benefit the mental health of children in urban environments. The eBook specifically highlights how therapeutic intervention helps at-risk youth through different forms, including art therapy, play therapy, dance and movement, and psychodrama, all informed by personal experiences of the authors. The first part of the eBook provides background on the history of at-risk youth, specifically in the city, and strategies to address challenges that come along with the environment. The second part concentrates on specific students, organizations, and examples that display arts-based therapies at work. [sourced from TCU Catalog]

Curwin, Richard L, Allen N Mendler, and Brian D Mendler. *Discipline with Dignity: How to Build Responsibility, Relationships, and Respect in Your Classroom*. Fourth edition. Alexandria: ASCD, 2018.

Discipline with Dignity offers disciplinary practices to benefit classroom management. Resources in the book are designed to empower educators to use both formal and informal methods of discipline to reach students who may be affected by exterior circumstances, such as unstable family environments or gang involvement. The first edition of the book, published in the 1980s, was written at a time when education looked

quite different. The fourth edition, released in 2018, more appropriately reflects the challenges that a twenty-first century educator faces. The authors reform traditional discipline systems and suggest ways to help students focus and succeed in the classroom. [sourced from TCU Catalog by recommendation Dr. Ringel]

Curwin, Richard L. "Motivating Urban Youth." *Reclaiming Children and Youth* 19, no. 1 (2010): 35-.

Curwin believes that a hopeful attitude best inspires and motivates urban youth. He suggests that for schools in the city—where students are faced with trials such as gang violence, drugs, and family dynamics—the best tool for growing motivation is through hope. He outlines four approaches teachers can use to build hope: believe in students, show genuine care in students, refuse to give up on students, and start making a difference in the lives of students. [sourced from TCU Catalog]

De Benitez, Sarah Thomas. "Reactive, Protective and Rights-Based Approaches in Work with Homeless Street Youth." *Children, Youth and Environments* 13, no. 1 (2003): 134–49. <http://www.jstor.org/stable/10.7721/chilyoutenvi.13.1.0134>.

Youth experiencing homelessness face significant challenges, and De Benitez addresses how these challenges can be resolved. She presents three governmental approaches: reactive, protective, and rights based. Each initiative that falls under the three categories offers advantages and disadvantages. The reactive approach responds to how youth experiencing homelessness negatively impact the greater community. The protective approach works to provide a better future for the children who are our future. The rights-based approach recognizes that every human has basic human rights, and in the case of children on the street, their needs and rights are not being met. De Benitez notes that a rights-based approach has become the most widely accepted strategy for eliminating youth homelessness. [sourced from JSTOR]

DeBose, TiJuana. "Positive Behavior Interventions and Supports Strategies to Improve Employee Motivation." PsyD diss., Walden University, Minneapolis, 2024. ProQuest Dissertations & Theses. http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/positive-behavior-interventions-supports/docview/3119052402/se-2.

Working with at-risk children and youth who have experienced abuse or neglect is one of the most challenging jobs one can choose. DeBose collaborated with a youth residential facility in Florida to determine the best approach to boosting staff morale, as motivation has substantially decreased. DeBose suggested the implementation of Positive Behavior Interventions and Supports (PBIS), which includes strategies such as continual recognition of achievement, strengthening leadership engagement, and effective communication. [sourced from ProQuest Dissertations & Theses Global]

Films for the Humanities & Sciences, Infobase., and Video Education Australasia. *The Empty Desk Identifying and Assisting the At-Risk Student*. New York, N.Y: Infobase, 2010. <https://library.tcu.edu/ezproxy/LogonForm.asp?dbase=https://fod.infobase.com/PortalPlalists.aspx?wID=104549&xtid=49824>.

The Empty Desk is a video program that identifies reasons why learning is challenging for some students because of both in-school and extraneous impacts. The video provides various reasons why students may be at-risk, including coming from a single-parent household, struggling with addiction, experiencing PTSD, or facing learning disabilities. The video then provides solutions that can assist in a more positive educational experience for at-risk youth, such as enhancing teacher-student relationships, providing meaningful and motivational learning opportunities, and behavior management. [sourced from TCU Catalog]

Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline. eds. Kenneth J. Fasching-Varner, Lori Latrice Martin, Roland W. Mitchell, Karen P. Bennett-Haron, and Arash Daneshzadeh. Lanham, Maryland: Lexington Books, 2017.

Due to the influence of the prison-industrial complex within the U.S. judicial system, experts on the school-to-prison pipeline propose reversing the term "school-to-prison" to "prison-to-school." *Understanding, Dismantling, and Disrupting* brings together contributions from field experts in sociology, counseling, and criminal justice to address the challenge of dismantling the school-to-prison pipeline. Kerii Landry-Thomas contributes a chapter on using restorative justice practices as a solution for dismantling the pipeline, including examples of restorative justice practices. [sourced from TCU Catalog; call number LC4091 .U46]

Faulkner, Simon, Lisa Wood, Penny Ivery, and Robert Donovan. "It is Not just Music and Rhythm... Evaluation of a Drumming-Based Intervention to Improve the Social Wellbeing of Alienated Youth." *Children Australia* 37, no. 1 (March 2012): 31-39. doi: <https://doi.org/10.1017/cha.2012.5>.

The Discovering Relationship Using Music, Beliefs, Emotions, Attitudes & Thoughts (DRUMBEAT) program is an intervention for at-risk youth that incorporates drumming and musical expression. The qualitative study in Australia gathered qualitative and quantitative evidence from sixty participants to assess DRUMBEAT's effectiveness as a motivator for at-risk youth. The study revealed student improvement in self-esteem, school attendance, social wellness, demonstrating the power of incorporating music into cognitive behavioral therapy. [sourced from TCU Catalog]

Gelman, Shelly. "The Future is Worth it: Developing At-Risk Youth Resilience." Master's thesis, Queen's University, Ontario, 2023. ProQuest Dissertations & Theses. http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/future-is-worth-developing-at-risk-youth/docview/3059430545/se-2.

Gelman acknowledges that at-risk youth face greater adversity than children who are not at-risk and asserts that resilience is a key determinant in motivating at-risk youth. Her thesis centers on how resilience can be developed in children, noting teacher impact and positive environments as key tools. Gelman observes the Utilizing Resilience Theory and Positive Youth Development Theory throughout her research. [sourced from ProQuest Dissertations & Theses Global]

Glasse, Samuel. *The Beneficial Effects of Harmony. A Sermon Preached at the Meeting of the Three Choirs, in the Cathedral-Church of Gloucester, on Wednesday the 9th of September, 1778. By S. Glasse.* Gloucester: printed by R. Raikes; and sold by Mutlow and Evans, and by Messrs. Rivington, London, 1778.

In 1778, Glasse gave a sermon to his congregation in Gloucester, highlighting the importance of harmony, both musically and humanistically. He preached that harmony is sacred, requires skill, and is delightful to the ear. Glasse viewed harmony as a natural expression of praise. Glasse's sermon on harmony demonstrates why teaching musical skills that enable people to create harmony is important. [sourced from TCU Catalog]

Kronick, Robert F. *At-Risk Youth: Theory, Practice, Reform.* New York: Garland Pub., 1997.

Kronick's research provides a foundational understanding of at-risk youth. The book, which contains a collection of essays, defines the concept and discusses factors that contribute to a child being considered "at-risk." Additionally, he highlights overlooked populations: youth in Appalachia and Native American youth. Kronick argues that schools play a vital role in reducing criminal and psychiatric populations. The latter half of the book focuses on interventions, motivations, and prevention practices that have proven most successful. Kronick suggests curricular changes, noncurricular factors, and calls for collaboration to lead to the most success. [sourced from TCU Catalog; call number LC4091 .A927]

Landzaad, Jessica. "Exploring Autonomy with Youth at Risk through the UpBeat Project." Master's diss., University of Pretoria, South Africa, 2020. ProQuest Dissertations & Theses. http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/exploring-autonomy-with-youth-at-risk-through/docview/2909127789/se-2.

In her master's research dissertation, Landzaad seeks to prove the usefulness of group music therapy on the well-being of at-risk youth. The study involved ten South African

high school students identified as at-risk. Landzaad's primary themes from her study were how the youth grew in and expressed autonomy, how this autonomy could be processed through music therapy, and how their autonomy could be effectively applied to their everyday lives. [sourced from TCU Catalog]

Mallett, Christopher A. *The School-To-Prison Pipeline: A Comprehensive Assessment*. New York: Springer Publishing Company, 2016.

Mallett, an expert in juvenile delinquency and the juvenile justice system, supplies an overview of the school-to-prison pipeline as well as what causes the pipeline, who is most impacted by it, and what solutions exist to end the pipeline. The fifth section of Mallett's book imparts suggestions for effective discipline strategies that can help dismantle the pipeline. Mallett argues that if schools ensure student success is the precedent, then the school-to-prison pipeline will shatter. [sourced from TCU Catalog]

Mansfield, Louise, Norma Daykin, Neil E. O'Connell, Daniel Bailey, Louise Forde, Robyn Smith, and Jake Gifford. "PROTOCOL: A Mixed Methods Systematic Review on the Effects of Arts Interventions for At-risk and Offending Children and Young People on Behavioural, Psychosocial, Cognitive and Offending Outcomes." *Campbell Systematic Reviews* 19, no. 1 (2023): e1298. <https://doi.org/10.1002/cl2.1298>.

The "PROTOCOL" systematic review investigated what effect arts intervention has on at-risk youth. The study collaborators sought to evaluate evidence of the effectiveness of arts intervention as a response to violence, integrate evidence on the components of arts intervention, and develop an action-based theory-of-change approach. Through data collection, assessments, and qualitative analysis, this systematic review serves as a quality source in recognizing how arts-based interventions benefit the lives of at-risk youth. [sourced from TCU Catalog]

Martí-Vilar, Manuel, Maria Villalonga-Aragón, Francisco González-Sala, Sergio Hidalgo-Fuentes, César Merino-Soto, and Filiberto Toledano-Toledano. "Promoting Prosociality and Health through Musical Interventions with Groups at Risk of Social Exclusion: A Systematic Review." *Sustainability (2071-1050)* 15, no. 23 (December 2023): 16334. doi:10.3390/su152316334.

Music can build social skills and empathy, according to "Promoting Prosociality," a systematic review. The study explores music's potential as a catalyst for people at risk of social exclusion. The review recognizes the need for continued research on the topic and urges consideration of how effective other, non-music interventions are for at-risk participants. [sourced from TCU Catalog]

Olate, René, Christopher P Salas-Wright, Michael G Vaughn, and Mansoo Yu. "Preventing Violence among Gang-Involved and High-Risk Youth in El Salvador: The Role of

School Motivation and Self-Control.” *Deviant Behavior* 36, no. 4 (2015): 259–75.
<https://doi.org/10.1080/01639625.2014.924364>.

El Salvador faces higher crime rates compared to other Central American countries outside of the Northern Triangle. This study utilizes the linear regression modeling on youth aged thirteen to twenty-five living in ten urban communities in San Salvador to analyze protective factors for aggression, violence, and delinquency. While the majority (sixty-five percent) of participants were youth gang members, the researchers found that motivation for a lifestyle change came from factors such as education and positive relationship building. [sourced from TCU Catalog]

Oyserman, Daphna, and Mesmin Destin. “Identity-Based Motivation: Implications for Intervention.” *The Counseling Psychologist* 38, no. 7 (2010): 1001–43.
<https://doi.org/10.1177/0011000010374775>.

Destin and Oyserman explore the Identity-Based Motivation (IBM) model to understand what motivates children, especially those deemed at-risk. The authors aim to understand how attainment of goals for these children can become an action-based reality. IBM focuses on three primary factors: action readiness, dynamic construction, and interpretation of difficulty. Destin and Oyserman provide an overview of IBM, its consequences, and its implications for counseling, psychology, and beyond. [sourced from TCU Catalog]

Park, Nansook. “The Role of Subjective Well-Being in Positive Youth Development.” *The Annals of the American Academy of Political and Social Science* 591 (2004): 25–39.
<http://www.jstor.org/stable/4127633>.

Well-being plays a significant role in preventing negative development within a child, and Park’s connects how life satisfaction and other factors play into youth growth. Park describes subjective well-being and life satisfaction in detail. She recognizes that researchers need to conduct more studies on life satisfaction to develop a more comprehensive understanding of the topic, and she also acknowledges that factors such as parenting and positive life events contribute to a higher level of life satisfaction. [sourced from JSTOR]

Phillips, Michael. *Wrong Lanes Have Right Turns: A Pardoned Man’s Escape from the School-to-Prison Pipeline and What We Can Do to Dismantle It*. Colorado Springs: WaterBrook, 2022.

A judge spared Michael Phillips from a thirty-year prison sentence, offering him a chance to turn his life around. Phillips proceeded to enter a college program for adjudicated youth, which led him to become a pastor, education board member, and advocate for ending the school-to-prison pipeline, particularly for young, black boys. In *Wrong Lanes Have Right Turns*, Phillips shares his story in a narrative style, interspersing important

studies and statistics within each chapter. [sourced from TCU Catalog; call number BR1725.P493 A3]

Shaw, Frederick. "Educating Culturally Deprived Youth in Urban Centers." *The Phi Delta Kappan* 45, no. 2 (1963): 91–97. <http://www.jstor.org/stable/20343043>.

Shaw provides a historical perspective on the rising trend of culturally disadvantaged youth, a phenomenon that has risen substantially in the six decades since this article's publication. He intends to trace the cause for the rising trend and provide a glance into how the larger U.S. school systems face the challenge of serving these at-risk students. While some of the research and language in Shaw's article is outdated, the source itself provides insight into how at-risk students were served in the mid-twentieth century. [sourced from JSTOR]

Slesnick, Natasha, Laura Chavez, Alicia Bunger, Ruri Famelia, Jodi Ford, Xin Feng, Sarah Higgins, et al. "Housing, opportunities, motivation and engagement (HOME) for homeless youth at-risk for opioid use disorder: study protocol for a randomized controlled trial." *Addiction Science & Clinical Practice* 16, no. 1 (2021): 30–30. <https://doi.org/10.1186/s13722-021-00237-7>.

As of 2021, the HOME study for homeless youth became the first of its kind to use randomized controlled design to examine different interventions for opioid and drug use among youth experiencing homelessness. The study suggests that organizations like Housing First, which have been effective for adults, should implement interventions in opioid and drug use for youth as well. The study recruited youth at a drop-in shelter who did not currently use opioids and examined risks among the participants in the case study. Another outcome of the study, due to the injection nature of opioid use, involves the preventative intervention for HIV risk. [sourced from TCU Catalog]

Smith-Grant, Jennifer, Greta Kilmer, Nancy Brener, Leah Robin, and J. Michael Underwood. "Risk Behaviors and Experiences Among Youth Experiencing Homelessness—Youth Risk Behavior Survey, 23 U.S. States and 11 Local School Districts, 2019." *Journal of Community Health* 47, no. 2 (2022): 324–33. <https://doi.org/10.1007/s10900-021-01056-2>.

The Youth Risk Behavior Survey supplies quantitative research on a sample of high school students in the United States to measure various factors that result in a child's at-risk status. One measure in the survey shows how youth experiencing homelessness become more at-risk than their housed peers. The survey reveals that unhoused youth face greater risk of suicide ideation, drug encounters, or violent injury while at school. The study proposes providing homeless youth with stronger interventions and support to overcome the hindrances they have experienced while being unhoused. [sourced from TCU Catalog]

Stuart, Forrest. *Ballad of the Bullet: Gangs, Drill Music, and the Power of Online Infamy*. Princeton: Princeton University Press, 2020.
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,uid&db=rft&AN=A2139879&site=ehost-live>.

Ballad of the Bullet examines how poor urban youth and young men use social media to overcome their challenging childhood and escape the poverty into which they were born. Stuart follows the Corner Boys, a group in Chicago who create “drill music” — also referred to as “shooting music” — to amass clicks, views, and cash. Stuart spent extensive time with the group, learning about their individual stories and goals, and the daily risks they face in their effort to use their controversial platform to rise above expectations. [sourced from JSTOR]

Van Dooren, Marierose M. M., Valentijn T. Visch, and Renske Spijkerman. “The Design and Application of Game Rewards in Youth Addiction Care.” *Information* 10, no. 4 (2019): 126-. <https://doi.org/10.3390/info10040126>.

In the field of mental healthcare, researchers have used games and game rewards to promote positive external outcomes. Van Dooren, Visch, and Valentijn present the first study in using this approach for youth experiencing addiction. The participants included twenty substance dependent youth and twenty-five non-substance dependent youth to compare the impact of game rewards on the two sub-sets. Contrary to expectations, the substance dependent youth showed a more positive response to reward because of lowered reactivity, than non-substance-dependent children. [sourced from TCU Catalog]

Weissberg, Roger P., and Mary Utne O’Brien. “What Works in School-Based Social and Emotional Learning Programs for Positive Youth Development.” *The Annals of the American Academy of Political and Social Science* 591 (2004): 86–97.
<http://www.jstor.org/stable/4127637>.

Social and emotional learning in schools proves just as valuable as academic learning, as studies such as the one conducted by O’Brien and Weissburg demonstrate. They compiled different research studies to prove the positive impacts in youth development programs. The article discusses different programs that schools implement, such as PATHS (Promoting Alternative Thinking Strategies) and SOAR (Skills, Opportunities, and Recognition) and ways to put research into practice. [sourced from JSTOR]

Wigfield, Allan, Jacquelynne S. Eccles, and Daniel Rodriguez. “The Development of Children’s Motivation in School Contexts.” *Review of Research in Education* 23 (1998): 73–118.
<https://doi.org/10.2307/1167288>.

While prior research on motivation in academic settings focuses on self-motivation, the research in “The Development” emphasizes group motivation. Wigfield, Eccles, and

Rodriguez argue that learning is a social activity, and their research aims to support their view. They discuss general information on youth motivation, both intrinsic and extrinsic and motivational development. More importantly, the authors provide information on group motivation within the scope of school social organization, transitions between different grade levels, and peer influence. [sourced from JSTOR]

Wolf, Melissa A. "Using Heart Rate Variability Biofeedback to Improve Emotion Regulation in at-Risk Youth Transitioning to Adulthood: A Multiple Case Study." PhD diss., Saybrook University, Oakland, 2024. ProQuest Dissertations & Theses.

http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/using-heart-rate-variability-biofeedback-improve/docview/3066228198/se-2.

The government mandates Trauma Informed Care (TIC) as an intervention used for addressing adverse childhood experiences, emphasizing cognitive behavioral therapy and neglecting the neurophysiological effects of trauma. Wolf conducts quantitative research with at-risk young adults, assigning them to a control group and an experimental group to examine how heart rate variability biofeedback affects emotional regulation. Her findings indicate that participants in the experimental biofeedback group experienced less distress. [sourced from ProQuest Dissertations & Theses Global]

Choral Music Outreach

Allgood, Brad, Juliana Penaranda-Loftus, and Graham Townsley. *Landfill Harmonic*. San Francisco, California, USA: Meetai, llc, 2018.

Landfill Harmonic is a documentary about the Recycled Orchestra of Cateura in Paraguay, which builds instruments from trash. The orchestra's founder, Favio Chavez, was inspired to take the waste surrounding the community and transform it into something useful. Even though the instruments may look unconventional, they are capable of making just as resonant a sound. The orchestra has gained global recognition for its creativity and ingenuity, but it still faces struggles that come from natural disasters, funding, and other risks, which the film discusses. [sourced from my previous knowledge of the film; accessed through TCU Catalog]

Bodkin-Allen, Sally, Nicola Swain, and Susan West. "'It's Not that Bad Singing with Other People': The Effect of a Single Outreach on Singing Attitudes and Confidence in Adults." *Australian Journal of Music Education* 52, no. 2 (2019): 22-32.

http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/scholarly-journals/not-that-bad-singing-with-other-people-effect/docview/2576370154/se-2.

The Music Outreach Principle suggests that music can provide socio-altruistic benefits. This Australian research team studied how Outreach Singing could leverage music for the benefit of others. The study examined groups of adults to see if a single session of singing could impact an individual's confidence in their singing ability. Additionally, the researchers took groups into senior group homes to partake in musical activities. Participants completed a survey, and the findings revealed that of the 140 individuals who partook, the study revealed an overall increase in singing confidence, especially among participants who considered themselves tone-deaf. [sourced from Music Periodicals Database]

Booth, Eric. "The Changing Grammar of Community Engagement: Past Imperfect, Present Future. (Cover Story)." *Voice of Chorus America* 37, no. 3 (Spring 2014): 10–13.
<https://search-ebscohost-com.ezproxy.tcu.edu/login.aspx?direct=true&AuthType=cookie,ip,uid&db=a9h&AN=99053755&site=ehost-live>.

Booth argues that for any arts or music organization to survive and thrive in the twenty-first century, they must engage with their community. He provides readers with a brief history of community engagement in the arts, highlighting the importance of value, location, and partnership as successful forms of engagement. The author suggests that listening more, increasing experimentation, and investing in teaching artists are promising practices. Lastly, Booth lists expectations that every arts organization should consider when intending to implement community engagement. [sourced from TCU Catalog]

Trauma and Resilience in Music Education: Haunted Melodies. eds. Deborah Bradley, and Juliet Hess, New York: Routledge, Taylor & Francis Group, 2022.

Bradley and Hess compiled a series of essays examining the impact of trauma on both educators and students within music classrooms. The editors suggest music as a tool for healing and releasing emotion from traumatic memories. Essays in the book discuss various perspectives of trauma and ways it may impact a music classroom—including why a student may exhibit bad behavior, teacher burnout and compassion, the impact of music on a traumatic memory, and how music education can heal suffering, PTSD, or grief. One chapter, written by Catherine Birch, focuses on a 2018 songwriting project, conducted in a women's prison that aimed to provide opportunity for self-expression, community trust, and musical training. [sourced from TCU Catalog; call number MT1 .T78]

Brown, Jeffrey. *PBS NewsHour. How the Dallas Street Choir Grants Homeless Residents a Voice*. Arlington, Virginia: NewsHour Productions, 2020.

Jonathan Palant founded the Dallas Street Choir in 2014, and PBS NewsHour filmed and released this video in 2020 to highlight the organization's work. Throughout its decade of existence, the choir has served at least 2,000 members of Dallas's unhoused community.

The choir highlights how choral music can positively impact marginalized communities and provide a voice to members who are “homeless not voiceless.” [sourced from TCU Catalog]

Carpenter, Sue. “A Philosophical and Practical Approach to an Inclusive Community Chorus.” *International Journal of Community Music* 8, no. 2 (June 2015): 197–210. doi:10.1386/ijcm.8.2.197_1.

The Institute for Music and Health houses the Singing Songbirds community chorus, the primary topic of Carpenter’s study. Carpenter explores how the Singing Songbirds varies from other community choirs, how the accommodations the ensemble provides are successful for members with and without disabilities, and the views that non-disabled members have towards members with disabilities. She recognizes that the choir director, Peter Muir, has a great influence on the rehearsal environment, and mentions that his empathy and kindness towards all choir members, regardless of musical ability, creates an inviting and inclusive environment. [sourced from TCU Catalog]

Cohen, Mary L. “Conductors’ Perspectives of Kansas Prison Choirs.” *International Journal of Community Music* 1, no. 3 (November 2008): 319–33. doi:10.1386/ijcm.1.3.319/1.

Cohen is a pioneering researcher in the field of prison choirs. In this journal article, Cohen writes about a study that engaged six prison choir conductors in Kansas. As there is not an extensive amount of research about prison choirs, this study gathered information regarding prison choir participation, comparison among different choirs, attendance, trust, and other factors. Results from the study found that inmates felt group responsibility in preparation, attention to detail, and performance. [sourced from TCU Catalog]

Cohen, Mary L., and Stuart P. Duncan. *Music-Making in U.S. Prisons: Listening to Incarcerated Voices*. Waterloo, Ontario: Wilfrid Laurier University Press, 2022.

Music-Making in U.S. Prisons expands upon Mary Cohen’s previous research, including her study on Kansas prison choirs, and adds the perspective of Duncan. Cohen and Duncan believe that music programs in prisons can help bridge the divide between incarcerated individuals and the outside world. They suggest that music-making humanizes the complexities of crime, helps incarcerated individuals connect with their loved ones, and builds their social awareness. One chapter, ‘Their Singing Saved Me,’ discusses raising social awareness through choral singing. [sourced from TCU Catalog; call number ML3920 .C65]

Cooke, Zachary Debois. "Servant Leader Choral Conductor: The Effect of Servant Leadership in Community Choirs and Community Partnerships." DME thesis, Liberty University, Lynchburg, 2024. ProQuest Dissertations & Theses.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/servant-leader-choral-conductor-effect-leadership/docview/3080441823/se-2.

While Christian religious practices often associate servant leadership with their teachings, Debois writes about the affect servant leadership can have on community choirs. In his thesis, Debois interviews conductors of communities to learn how conductors implement servant leadership in their leadership style. He believes a conductor's implementation of servant-leadership can positively benefit the ensemble through relationship building and approachability, group musicianship, and music literacy. [sourced from ProQuest Dissertations & Theses Global]

Daniels, Tony C. "Community Engagement or Community Outreach? A Case Study of the Tallahassee Community Chorus and its Unity Concert." PhD diss., The Florida State University, Tallahassee, 2017. ProQuest Dissertations & Theses.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/community-engagement-outreach-case-study/docview/1985670010/se-2.

Daniels follows the Tallahassee Community Chorus (TCC) as they embark on the planning, preparation, and performance of their Unity Concert. The goal of his research is to determine whether TCC's Unity Concert is community engagement or community outreach. By anonymously surveying the audience of the concert, interviewing TCC board members, and compiling other data through rehearsal observations and board meetings, Daniels concludes that the Unity Concert was a form of community outreach, rather than community engagement. He argues that lack of previous partnership with an external organization impacted his conclusion. [sourced from TCU Catalog]

De Quadros, André, and Frank Abrahams. "No Justice, No Peace: An Arts-Based Project with a College Choir." *Music Education Research* 24, no. 5 (2022): 533–48.
<https://doi.org/10.1080/14613808.2022.2134330>.

The title "No Justice, No Peace" originates from the rallying cry of 1980s protests and later inspired a project at a New Jersey university. Its powerful message also became a central slogan in the Black Lives Matter movement. De Quadros and Abrahams examine the perceptive beliefs of systemic racism in a three-week choral workshop. The workshop provided a chance to understand social justice and systemic racism, culminating in multimedia presentations. Because the choir could not safely rehearse during the pandemic, the conductor believed that participation in the study would provide meaningful impact to the choir members, many of whom intend to be music educators. [sourced from RILM]

Devroop, Karendera. "Impact of Studying Practical Instrumental Music on the Psychological Well-being of Disadvantaged University Students." *British Journal of Music Education* 40, no. 2 (July 2023): 158-167. doi: <https://doi.org/10.1017/S0265051722000353>.

Devroop's research extends the study of the benefits of instrumental music beyond younger students and focuses on older, university-level students. Devroop worked with a university ensemble in South Africa that contained students who were music majors with a variety of disadvantaged backgrounds. The study focused on a wind ensemble and sought to research the relationship between the ensemble and effects such as self-esteem, optimism, and happiness. The results of the study proved that participants achieved positive effects in these areas. [sourced from Music Periodicals Database]

Dignum, Brandi. "Creating an Adaptive Choir: A Journey of Inclusivity." *The Choral Journal* 65, no. 3 (October 2024): 56-61.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/scholarly-journals/creating-adaptive-choir-journey-inclusivity/docview/3117119743/se-2.

"Creating an Adaptive Choir" suggests that inclusivity in the choral classroom is essential to meet the needs of every learner. Dignum favors high engagement with varied activity and modes of interaction for an adaptive choir—choirs designed for neurodivergent students. She compares adaptive neurodivergent choirs with neurotypical choirs, highlighting their similarities and differences. Dignum argues that adaptive choirs are just as impactful as neurotypical choirs and lists different ways to successfully establish an adaptive choir. [sourced from Music Periodicals Database]

Fiese, Richard K., and Nicholas J. DeCarbo. "Urban Music Education the Teachers' Perspective." *Music Educators Journal* 81, no. 6 (1995): 27-31.
<https://doi.org/10.2307/3398779>.

Urban music educators from twenty-five states and large counties across the U.S. were surveyed to gain a better understanding of their teaching experience in urban environments. The four main questions Fiese and DeCarbo asked included: whether their collegiate music education courses successfully prepared them for an urban school-setting, strategies that help them teach, what has contributed to their personal success, and advice on how to improve music in urban schools. The responses suggest that while urban teachers face tremendous challenges, they have found success through requiring high expectations, finding pockets of joy in the art of teaching, and building bonds with students. [sourced from JSTOR]

Fredrickson, William E., Suzanne R. Byrnes, and Sylvia R. Aycock. "Older/Younger Sibling Pairs in the Context of a Community Outreach Children's Choir." *Update: Applications of Research in Music Education* 36, no. 2 (2018): 32-37.
<https://doi.org/10.1177/8755123317711641>.

Frederickson, Byrnes, and Aycock delve into the connection between sibling relationships and music participation in a university's community children's choir outreach program. The article includes testimonials from parents and older/younger sibling pairs regarding the impact that the older sibling's participation in the choir has had on the younger sibling's participation. The researchers and choral director observed that the majority of younger siblings were motivated to portray good behavior and musical competence by modeling the example set by their older sibling. [sourced from TCU Catalog]

Frierson-Campbell, Carol. *Teaching Music in the Urban Classroom*. Lanham, MD: Rowman & Littlefield Education, 2006.

The first in a two-volume series, *Teaching Music in the Urban Classroom* offers essays and stories that focus on cultural responsiveness, firsthand teacher experiences, and strategies for teaching in an urban school setting. One chapter combines my topics of interest by discussing music student motivation. Another chapter addresses how to responsibly teach students who may look different from the educator or who may be underprivileged compared to the educator's school experience. [sourced from TCU Catalog; call number MT1 .T387]

Fuelberth, Rhonda, and Christy Todd. "I Dream a World: Inclusivity in Choral Music Education." *Music Educators Journal* 104, no. 2 (2017): 38–44.
<https://doi.org/10.1177/0027432117735875>.

"I Dream a World" highlights the evolving emphasis on equity and diversity in the classroom, encouraging choral directors to incorporate inclusive practices into their teaching. The authors advise that directors reflect on their recruitment methods, identify barriers such as scheduling conflicts, and evaluate their interactions with students. They also recommend different inclusive practices, such as selecting appropriate repertoire, varying performance styles, and applying Universal Design for Learning, to counteract previous, less-inclusive practices. [sourced from TCU Catalog]

Gregory, Craig Allen. "Attributes of United States Community Chorus' Success and Longevity: A Case Study with the Turtle Creek Chorale of Dallas, Texas." PhD diss., The Florida State University, Tallahassee, 2009. ProQuest Dissertations & Theses.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/attributes-united-states-community-chorus-success/docview/304877964/se-2.

Gregory's dissertation covers the history and success of the Turtle Creek Chorale (TCC) located in Dallas, Texas. Gregory determines what elements have led to the success, longevity, and international acclaim of the TCC, a men's community choir established in

1980. The author believes that the artistic vision, diversification and quality of repertoire, and performance venue attribute to the success of the TCC. The paper provides artistic, musical, financial, and logistical information that allows directors of community choirs to understand a path forward to the betterment of their own organization. [sourced from TCU Catalog]

Hearn, Elizabeth. "Community and Collaboration Through Choral Music: Reflections of Three ACDA Past Presidents." *The Choral Journal* 63, no. 2 (2022): 40–54.
<https://www.jstor.org/stable/27190602>.

Karen Fulmer, Mary Hopper, and Tom Shelton are three former presidents of the American Choral Director's Association (ACDA). Since 1989, it has been tradition for past presidents to share their perspectives on the past, present, and future of the organization. The interview includes insights into each director's first experience with ACDA, leadership positions they have held within the organization, their accomplishments during their tenure, their views on the current state of the organization, and what they expect is to come. This article serves as a beneficial tool in understanding how choral music has spread throughout the United States and how its past and present can inform future decisions. [sourced from JSTOR]

Hedges, Chris. *Our Class: Trauma and Transformation in an American Prison*. New York: Simon & Schuster Paperbacks, 2022.

In *Our Class*, Hedges reflects his experience teaching college-level courses at an East Jersey state prison as part of the Rutgers University degree program. Since 2013, Hedges has taught incarcerated individuals in subjects like drama, literature, philosophy, and history. The book centers on his first class, where students created and performed *Caged*, a play based on their personal and shared experiences, aiming to redefine their narratives beyond their prison charges. Hedges emphasizes that students were never forced to share more than they were comfortable with, but the vulnerability they showed during the project led to its success. The play was presented to sold-out crowds and later published as a book, demonstrating the transformative power of the performing arts for incarcerated individuals. [sourced from my personal library]

Hess, Juliet. "Detroit Youth Speak Back: Rewriting Deficit Perspectives through Songwriting." *Bulletin of the Council for Research in Music Education*, no. 216 (March 2018): 7–30.
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,uid&db=rft&AN=A2135069&site=ehost-live>.

The Verses Project, a fifteen-week class designed for youth to learn songwriting skills, was launched in 2016 as a collaboration between Michigan State University and the Community Music School in Detroit. "Detroit Youth Speak Back" presents the results

from that project. Hess's study examines how students used hip hop, the stories they chose to tell through their music, and how teachers and mentors supported them throughout the songwriting process. The author focused her research on three primary questions: how students engage in a songwriting curriculum, how this curriculum builds musical skills and multiliteracies, and what resources instructors need to make the curriculum meaningful. The article responds to these questions and shares additional discoveries made along the way. [sourced from RILM]

Heydon, Rachel, Daisy Fancourt, and Annabel J. Cohen, eds. *The Routledge Companion to Interdisciplinary Studies in Singing. Volume III, Wellbeing*. 1st ed. New York, NY: Routledge, 2020.

The Routledge Companion is a three-volume set that explores questions raised by a study conducted by the Social Sciences and Humanities Research Council of Canada as part of the seven-year Advancing Interdisciplinary Research in Singing (AIRS) project. The third volume considers how singing impacts wellbeing, affects health, and serves as a powerful tool in public policy and practice. Chapters related to my research include essays on group singing in prison, singing and social justice, and singing as it relates to people experiencing severe illness. [sourced from TCU Catalog]

Kubitskey, Emily M. "Critical Evaluation of the W.O. Smith School of Music." Bachelor's capstone, Vanderbilt University. Google Scholar, 2009.
<https://ir.vanderbilt.edu/items/5790528a-32eb-479f-8929-5bb46aaba3fa>.

When I was in college at Belmont University, I volunteered at the W.O. Smith Music School as a private voice and piano teacher and learned about music outreach for the first time. W.O. Smith Music School, a Nashville-based non-profit educational outreach organization, provides musical programs for children from low-income families. Services include private lessons, ensembles, classes, and summer programs. Kubitskey capstone evaluates the organization based on their philosophy, training methods, curriculum, and additional factors. [sourced from Google Scholar]

Menahan, Kelsey. "Singing in the Schools: Putting Education in Chorus DNA." *Voice of Chorus America* 34, no. 1 (Fall 2010): 20–28.
https://tcu.primo.exlibrisgroup.com/permalink/01TCU_INST/89vabc/cdi_proquest_miscellaneous_821008614.

Chanticleer, an internationally acclaimed professional choral organization, started its education program, Singing in the Schools, in 1986. Menahan describes that what began as a small 501(c)3 entity working with middle schools quickly became a nonprofit that provided workshops and masterclasses around the U.S., earning Chanticleer the Educational Outreach Award from Chorus America in 2010. The organization's

educational outreach serves as a great representative of how professional organizations can successfully collaborate with educational organizations. [sourced from TCU Catalog]

Millar, Stephen R., Artur Steiner, Francesca Caló, and Simon Teasdale. "COOL Music: a 'bottom-up' music intervention for hard-to-reach young people in Scotland." *British Journal of Music Education* 37, no. 1 (03, 2020): 87-98. doi: <https://doi.org/10.1017/S0265051719000226>.

Community Orientated and Opportunity Learning (COOL) Music conducted a year-long project that focused on music-making with at-risk youth. The project emphasized goals such as increasing confidence, self-esteem, and social skills. A key element of this article is the discussion about the challenges in building and sustaining music outreach programs and how to overcome those challenges and advocate for these programs. [sourced from TCU Catalog]

"About Us/Our Story" National Alliance for Music in Vulnerable Communities. Last modified 2022. <https://www.namvc.org/about-us>.

The National Alliance for Music in Vulnerable Communities (NAMVC), a nonprofit organization, was founded in 2019 following the second national summit. The organization's mission is to connect like-minded groups involved in music outreach. Founding members include the Dallas Street Choir, the Atlanta Homeward Choir, and the Santa Fe Desert Chorale Interfaith Shelter Choral Program. The website presents sections titled 'About Us' and 'Our Story,' offering a general overview of the organization. One of NAMVC's goals, beyond serving music organizations dedicated to marginalized communities, is to support these organizations in their success, such as by helping them write grants and gain corporate support. [sourced from my own knowledge of the organization]

Ojukwu, Ebele V. "Music Education: A Vehicle for Fostering Positive Youth Development." *UJAH: Unizik Journal of Arts and Humanities* 18, no. 2 (2017): 489–506. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,uid&db=rft&AN=A2362543&site=ehost-live>.

Ojukwu begins his essay by defining important subjects such as music education, development, youth, and providing a brief history of music education in Nigeria and at Nnamdi Azikiwe University in Awka. He discusses the different forms of ensembles offered and the importance of their existence at a collegiate institution to encourage formal music education. The focus of the paper is on how music education is connected to positive youth development theory. [sourced from RILM]

Otto, Matthew William. “‘Let the music win!’ Towards a Reimagined Choral Pedagogy: A Phenomenological Case Study of Chorister Experience at the Toronto Children’s Chorus.” PhD thesis, University of Toronto, Toronto, 2023. ProQuest Dissertations & Theses.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/em-let-music-win-towards-reimagined-choral/docview/2889570022/se-2.

The Toronto Children’s Chorus (TCC) is the nucleus of Otto’s thesis, offering insight into the choir’s structure and model. He primarily engages the head choristers, children who represent exemplary behavior and skill within the TCC. He spends significant time with these choristers, conducting interviews and listening to speeches to better understand how TCC has positively shaped their lives. Otto investigates what drives TCC’s great success, by examining their vision, curriculum, structure, and program, and suggests ways other music organizations may learn from their practices. [sourced from ProQuest Dissertations & Theses Global]

Shaw, Julia. “The Skin That We Sing: Culturally Responsive Choral Music Education.” *Music Educators Journal* 98, no. 4 (2012): 75–81. <http://www.jstor.org/stable/41692642>.

Shaw addresses the growing importance of teaching music to the students in the room, meaning that the choral music education of the past, filled with Eurocentric concepts, is no longer all-encompassing to the genres of music that a culturally responsive teacher includes in their curriculum. Her article advises educators on repertoire selection, curriculum design, and rehearsal techniques. Shaw also provides a diagram that provides an educator with a generalized approach to creating a culturally responsive classroom. [sourced from JSTOR]

Stamou, Lelouda. “Music Education for the Well-Being of at-Risk Children and Youth.” eds. Natasa Oikonomidou-Staurou and Mary Stakelum, *Every Learner Counts: Democracy and Inclusion in Music Education*, 257–72. European Perspectives on Music Education. Rum bei Innsbruck: Helbling, 2015.
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,uid&db=rft&AN=A2177952&site=ehost-live>.

“Music Education for the Well-Being” explains that while music education is important in a traditional educational institution, it must be incorporated into community life. Stamou is a Greek music educator and researcher who cites that music can promote social, economic, and personal change. The article not only discusses the benefits of music for at-risk youth, but also the benefits of music for youth offenders: children who have already faced trouble with the law or at school. She specifies that programs vary from preventative to counteractive to rehabilitative. Stamou reviews eleven relevant studies to examine the subject and presents her findings. [sourced from RILM and Inter Library Loan from Oberlin College and Conservatory]

Music, Health and Wellbeing: Exploring Music for Health Equity and Social Justice. eds. Naomi Sunderland, Natalie Lewandowski, Dan Bendrups, and Brydie-Leigh Bartleet, London, United Kingdom: Palgrave Macmillan, 2018.

People often overlook the connection between health equity, social justice, and music education. However, the researchers in this study have made it possible for more studies to emerge, revealing the significant health and justice benefits of music. While the fields of music and art therapy have grown over the past few decades, the book primarily focuses on music outside of professional or clinical contexts. The collection of essays in this book highlight community music making, research on musical engagement for people with dementia, therapeutic choir singing, and the broader, non-musical benefits of music-making. [sourced from TCU Catalog; call number ML3920 .M89647]

Thorp, Allison L. "Testify, Heal, Empower: A Phenomenological Investigation of Urban, Socially Identified Community Choirs." PhD diss., University of Rochester, Rochester, 2016. ProQuest Dissertations & Theses.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/dissertations-theses/testify-heal-empower-phenomenological/docview/1794166749/se-2.

Thorp's dissertation observes how community ensembles—such as an African American women's gospel chorus, a gay men's choir, and a Jewish choir—maintain a specific cultural identity and empower the participants. She examines the different teaching styles used in each ensemble such as kinesthetic, imaginative, and creative methods. Thorp broadens the scope of research and information on choirs that identify with underrepresentation and further informs the field of American choral music education. [sourced from ProQuest Dissertations & Theses Global]

Whyte, Brianne. "Recurring Motifs: Emerging Voices - Holistic Education: Inspiring Humanity in Youth through Music Education." *Canadian Music Educator* 48, no. 3 (Spring 2007): 24-25.
http://library.tcu.edu/PURL/EZproxy_link.asp?url=https://www.proquest.com/scholarly-journals/recurring-motifs-emerging-voices-holistic/docview/1028834/se-2.

Music education is a field that Whyte believes builds social awareness, compassion, and motivation in students. The author provides strategies for building socially responsible students through lessons, curriculum, and repertoire. She also suggests that students use their musical skills outside of the classroom in forms of outreach, such as performing in hospitals, community centers, or retirement homes. Research about social awareness in the choral classroom has grown exponentially in recent years, however in 2007, Whyte's comments on the concept were less common and more revolutionary. [sourced from Music Periodicals Database]

Why We Sing. Filmed Nov 1, 2021. Tacoma Refugee Choir, 5:31.

<https://www.youtube.com/watch?v=MXkIddTgIng>.

The Tacoma Refugee Choir (TRC), founded by Erin Guinup in 2016, provides a safe and trustworthy environment for people who have been displaced. The video describes what the choir is and features members of the ensemble, many of whom have never sung before or do not speak English as their first language. The TRC provides a choral music experience that addresses nonmusical goals. [sourced from previous knowledge of the organization from attending their session at the ACDA Convention; video on the website under “About Us”]

Wilson, Kevin, and Roger Mantie. “Inspiring Soulful Communities through Music: Connecting Arts Entrepreneurship Education and Community Development via Creative Placemaking.” *Artivate* 6, no. 2 (2017): 32–45.

<https://www.jstor.org/stable/10.34053/artivate.6.2.032>.

In 2010, The National Endowment for the Arts emphasized creative placemaking in response to its recognition of the importance of community development. The goal of Wilson and Mantie’s article is to examine how two college courses—music and community development—intersect. The outcome of this intersection is arts entrepreneurship by using creative placemaking, which is the act of using the arts to improve a community’s overall quality of life. The article discusses how communities collaborate with arts programs, highlights the most successful projects, and explores ways creative placemaking is being implemented. [sourced from JSTOR]

Weber, Amanda. “The Power of Incarcerated Voices to Transform Community: Research from a Women’s Prison Choir.” *The Choral Journal* 61, no. 10 (2021): 51–60.

<https://www.jstor.org/stable/27035142>.

“We are given many tools at Shakopee, but none have healed me like music,” are the words of an incarcerated woman from the Voices of Hope choir at Shakopee prison. Weber provides context for this quote, an overview of choirs in correctional facilities, the effects of singing in prison, and details on a study performed on the Voices of Hope choir. The article presents the study’s findings, including how some incarcerated women said that singing in a choir increased their capacity for feelings, confidence, and empowerment. [sourced from TCU Catalog]