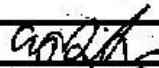
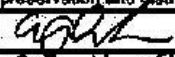


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Promoting Sociability

Staff Perceptions of Music Therapy as a way to Enhance Social Skills.

A project presented in partial fulfilment of the requirements for the degree of

Master of Music

In

Music Therapy

New Zealand School of Music, Wellington, New Zealand

Emma Jane Boniface

2009

Abstract

This thesis is the result of working with nine students and one teacher aide in group music therapy in special education. Through opportunities to learn about music and sound, the students were invited to use descriptive language to express emotions and thoughts about their music therapy experience. This research used a qualitative research design, where the purpose was to learn about the perceptions that staff may have of music therapy and to highlight how music therapy can promote sociability in an educative setting. The data collected mainly through research journal entries and two interviews (as well as material from a discussion group) offer evidence about how improvisational group music therapy can help create a positive social environment in the classroom and complement socialisation goals in education.

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This research project could not have been completed without all the support I have had during my placement and over the last two years of my master's study in Wellington. Thank you to all the students and staff that helped to make my time as part of the group so special, and all the fantastic people that showed an interest in what I was setting out to achieve.

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Finally I would like to dedicate this work to my family and to my loved ones. Thank you for putting up with me on this journey and enabling me to pick up where I left off.

This project is written in loving memory of Carol Boniface.

This project has been reviewed and approved by the Massey University Human Ethics Committee:
Southern A, Application 08/27.

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