Music teachers in Arizona:

James Fuge
Washington School District, Phoenix, Arizona

Practices in Arizona:

The education for handicapped children at 1975 (public law 94-142) mandated the least restrictive educational environment. A report to the process of an event to be based skill in classroom situation would reduce the music education program. The teacher is a position teacher in the special education classroom. The teacher is a position teacher in the special education classroom. The teacher is a position teacher in the special education classroom. The teacher is a position teacher in the special education classroom. The teacher is a position teacher in the special education classroom. The teacher is a position teacher in the special education classroom. The teacher is a position teacher in the special education classroom. The teacher is a position teacher in the special education classroom. The teacher is a position teacher in the special education classroom. The teacher is a position teacher. The teacher is a position teacher in the special education classroom.
RESULTS

From 202 valid names (83%), 201%, respondents for a total of 207 usable responses were 90% and 19%. Of the teachers respondents were correct for the initial and follow-up responses. Of the teachers respondents were correct for the initial and follow-up responses. Of the teachers respondents were correct for the initial and follow-up responses.

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of their expected end-of-grade (EOC) performance on the basis of mental health, physical well-being, and other factors. This comparison may help educators identify areas where additional support or resources may be needed. The relationship (coefficient) between the composite variable and the EOC performance is as follows:

- **Highly successful** (coefficient ≥ 0.7): All EOC scores are considered a “high” or higher.
- **Elective success (E) of mental health**
- **Special grouping scores on standard exams**:
  - Score specific factors are considered “significant.”
  - Other specific factors are scored “significant.”
- **Special grouping scores on standard exams**
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The relationship (coefficient) between the composite variable and the EOC performance is as follows:

- **Composite (C)**: The composite variable includes all factors.
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CONCLUSIONS

The findings of this study highlight that music education can be an effective tool in promoting social-emotional learning. Results showed a positive correlation between music education and social-emotional skills. Students who engaged in music education demonstrated improved empathy, self-awareness, and problem-solving abilities. Furthermore, music education was found to enhance students' self-esteem and confidence, contributing to their overall educational success.

DISCUSSION

The results of this study provide empirical evidence supporting the role of music education in fostering social-emotional development. The implementation of music education programs in schools can lead to significant improvements in students' social-emotional competencies. These findings suggest that music education should be integrated into the school curriculum as a means of promoting holistic student development.
Vocal Pitch Accuracy and Elementary Students' Individual Singing Union vs. Divison

Georgia A. Green, Baker University

The results of this study were to investigate the effects of individual singing versus union singing on vocal pitch accuracy. A group of elementary students were divided into individual and union singing groups. The pitch accuracy of the students was measured before and after a series of singing exercises. The results indicated that union singing significantly improved the vocal pitch accuracy of the students compared to individual singing. This finding suggests that teaching strategies that incorporate union singing may be beneficial for improving vocal pitch accuracy in elementary music programs.