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First-week response

This week we read and discussed inclusion from theoretical, practical, and different perspectives from educators under represented populations.. Ansdell (2002) analyses the initial discrepancy between music therapy and community music, the recent interflow with each other, then suggests community music therapy as a future direction. Mitchell (2019) examines the elements of successfulness of community music therapy in participatory performance. Four collogues shared their teaching experiences from special needs students; Treweek et al. (2019) reveal the negative stereotype consequences by interpreting the perspective of people with Autism Spectrum Disorder.

In Treweek et al. article, what caught my eyes was the narrative when the majority of participants declined the opportunity to have someone else present while doing the interview (p.762). In addition to privacy reasons, it also leads to an assumption of consequence by low self-esteem and negatively thinking, which might make them feel uncomfortable sharing their deep thoughts with others in person, even their closed one. So I start wondering who set the standard of "normal" and "weird" (p.763), and who make those stereotypes affect people severely. Then I recalled a widely spread photo with the tagline, "No one is born racist," taken in 2010 Paris Metro with a white baby holding hands with a black man; the original quote was by Nelson Mandela:

> "No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite." – Nelson Mandela

This quote mentions how people "learn" to love and hate, which reminds me of the essential role of the educators have. It also indicates why education is important because people's perspective and the way to think came from the education they received. Other than parents, teachers are one of the most influential people who establish students' perspective in their early lives. So, teachers can help disabled students developing confidence, also to prevent stereotypes by creating an inclusive learning environment. With confidence, students with disabilities may not be affected by negative stereotypes; "Normal" students will learn to be a caring and respectful human being.

Besides, to develop an inclusive learning environment, Mitchell (2019) inspired me with a practical way to utilize therapeutic concepts in planning future performance events in my music studio. To create a "positive risk-taking" event that is helpful for all students, including the one who needs special assistance (e.g. both mental disorder and physical impairments). As Mitchell states, ""Quality of sociality is granted priority over the quality of the sound" (p.7)., I am hoping students not only learn from performing solo on stage but also learn to communicate with other students through ensemble playing. Most importantly, they will learn to be respectful and caring with each other through hybrid studio events. It is an ongoing plan and still needs more research and reflective thinking on it in the future.

Reference

Treweek, C., Wood, C., Martin, J., & Freeth, M. (2019). Autistic people's perspectives on stereotypes: An interpretative phenomenological analysis. *Autism, 23*(3), 759–769.

Elizabeth Mitchell. (2019). Community Music Therapy and Participatory Performance. *Voices*, *19*(1). https://doi.org/10.15845/voices.v19i1.2701

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