Expanding our Scope: How ABME Can Support Classroom Music Educators

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Primary vs. Secondary Prevention (Foxman & Burgel, 2006)

- -Primary prevention "initiated at the beginning of instruction" (p. 310)
- -Secondary prevention "measures include early diagnosis and aggressive treatment of playing-related musculoskeletal disorders...Inadequate treatment and incomplete rehabilitation of such disorders may contribute to persistent or recurrent symptoms. A knowledgeable teacher should explore playing technique at the onset of symptoms so that risk factors for playing-related musculoskeletal disorders can be identified and corrected. For both primary and secondary prevention, musicians have used the Alexander technique, [B]ody [M]apping, and the Feldenkrais method for relaxation and body awareness during playing." (p. 311)

(Foxman, I., & Burgel, B. J. (2006). Musician health and safety: Preventing playing-related musculoskeletal disorders. AAOHN Journal, 54(7), 309-316. https://doi.org/10.117/216507990605400703)

Dissertations on Body Mapping in Public School Classrooms

- -N. C. Rader (2023) Body Mapping-Informed Pedagogy in the Beginning String Classroom: A Quantitative Investigation
- -A. L. Ross (2022) Utilizing Body Mapping Principles in the Beginning String Classroom

Structure Considerations

Size of District

-City, County, Township, "Unified"

Administrative Chains of Command

- -Superintendent & School Board
- -Fine Arts/Music Director
- -Music Department Leads

In-School Music Instruction

- -Elementary Models
- -Grades of Specialized Instruction
- -Vertical "Feeders"

Professional Development

- -Funds allocated for PD
- -Time during/outside Contract Hours

How to Talk to Teachers about Body Mapping

Explains the "why" for students

Anatomical truths are exciting!

"Your students are in pain...or will be"

Primary prevention is key

Sensory/Attention training interest may be low at first

Time invested now is not a "waste," will actually save you time later

It's also good for YOU