



Examining the Relationship Between Teacher and Student Mental Health: Preparing Music Teachers to Model and Foster Mental Wellness

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What do you think of when you hear the terms mental health and mental wellness?

What do mental health and mental wellness entail?

A person's

psychological,

social,

and

emotional well-being

**Reducing
Negative
Social
Stigma -
Let's Talk
About It**

studies analyzing mental health, often
risk underreporting as data often
relies on self-reporting

(Buettner et al., 2016; Harding et al., 2019;
Roberts et al., 2016; Rothi et al., 2008;
Sisask et al., 2014)

What is the educator's role in addressing mental wellness?

The Teacher's Role and Mental Wellness

U.S. citizens ranked curriculum supporting emotional health in education as an important aspect of education
(Rothstien & Jacobsen, 2007)

The Teacher's Role and Mental Wellness

Students have different social and emotional needs:

- Early childhood trauma
- Abuse
- Neglect
- Grief

(Edgar, 2015)

The Teacher's Role and Mental Wellness



1 in 6 children aged 2-8 years
has a mental, behavioral, or
developmental disorder.
(Cree et al., 2018)

The Teacher's Role and Mental Wellness

Opportunities in the Music Classroom:

- social environment
- often larger class sizes
- students over multiple years
- interact with the entire school
 - particularly in elementary general music setting

Factors Affecting Teacher Mental Health



- family/friends
- teacher evaluation
- student needs (one vs. many)
- finances
- presenteeism
 - working while sick

(Buettner et al., 2016; Rothi et al., 2008)

The Teacher and Student Mental Health Relationship:

association between teachers' psychological load and reactions to students' emotions

(Buettner, Jeon, Hu, & Garcia, 2016)

The Teacher and Student Mental Health Relationship:

students of teachers exhibiting depression symptoms,
achieved fewer social-emotional gains

(Roberts et al., 2016)

The Teacher and Student Mental Health Relationship:

social and emotional skills are associated with outcomes

- education
- employment
- criminal activity
- substance use
- continued mental health

(Jones, Greenberg, & Crowley, 2015)

The Teacher and Student Mental Health Relationship:

improving teacher well-being was associated with improved
student well-being

(Buettner et al., 2016; Harding et al., 2019;
Roberts et al., 2016; Sisask et al., 2014)

majority of teachers consider identifying and promoting student mental well-being, part of their professional responsibilities
(Moon et al., 2017; Rothi et al., 2008)

teachers may not feel they have adequate resources
(Moon et al., 2014)

teachers may use observations and knowledge of typical child development to identify mental health challenges
(Edgar, 2015; Rothi et al., 2008)

Teacher Responsibilities Identifying and Aiding Student Mental Health

Mental Wellness in Teacher Preparation

Practicing Emotional Coping Strategies in the Music Classroom

Learning about Social & Emotional Development:

- preadolescent view of teacher as role model, but later shifts to peer groups in adolescence (Slavin, 2018)
- cooperative learning strategies
- role play in group and peer teaching activities

Practicing Emotional Coping Strategies in the Music Classroom

Promoting Self-Concept:

- emotional development is linked to identity status
- safe environments promote musical risk-taking
- creative projects encourage self-expression
- motivation and self-awareness

Practicing Emotional Coping Strategies in the Music Classroom

Curriculum to Promote Social & Emotional Development:

- folding social and emotional wellbeing into instruction
- schoolwide social-emotional learning programs
- instructional themes promoting support systems such as family, community, and heritage
- open discussion of emotions
- practicing self-regulation and time management skills

“When I teach a song, I have to teach the history. So, when I teach a person, I have to teach the whole person.”

(Edgar, 2015, p. 101)



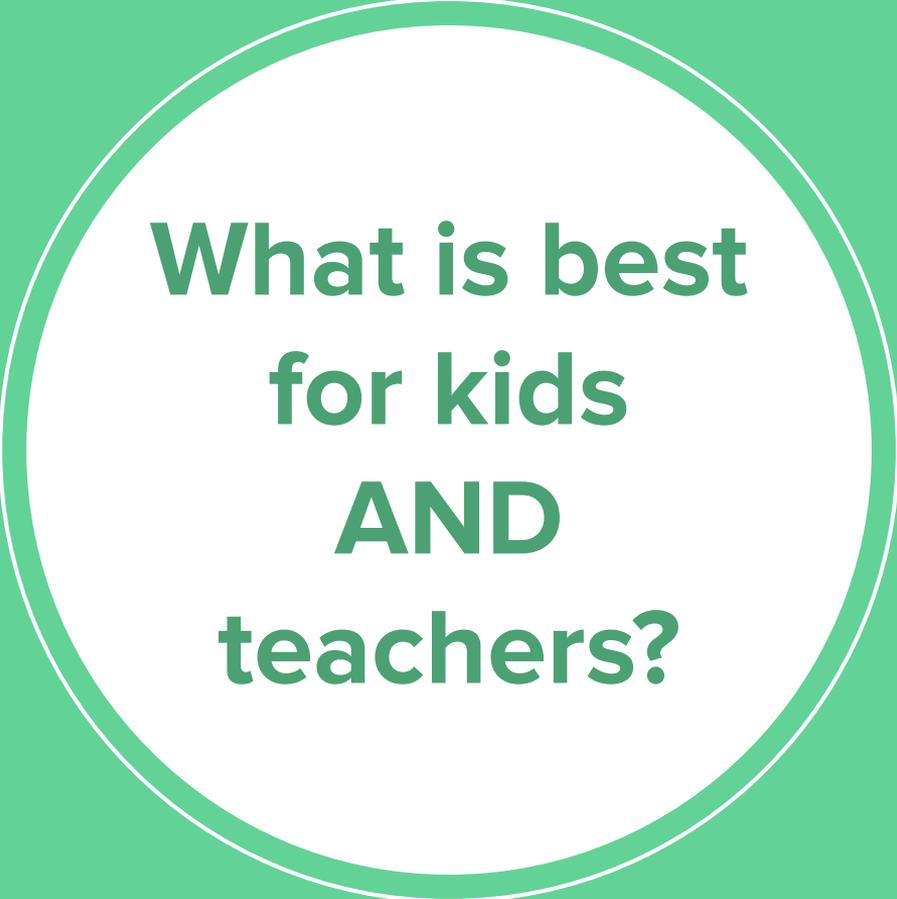
Ponderings of What's Next?

Are we teaching future educators to educate the performer or the whole child?

Further investigation opportunities in the music classroom:

- possibly reduce “praxis shock” (Veenman, 1984)
- increased awareness and support





**What is best
for kids
AND
teachers?**

**What is best for student mental health, is also
what is best for teacher mental health.**

Continue the discussion...

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