

Miso Kwak Abstract

Previous research has shown positive association between music education and self-esteem among typically developing children (Rickard et al, 2013). In addition, music is known to be an effective intervention for children with disabilities (Brown & Jellison, 2012). Yet, there is relatively few research on music education for blind and visually impaired students (Moss, 2009). This research examines the relationship between accessibility of music education and self-esteem of blind students in grades 6-12. A questionnaire is used to assess accessibility of music education, which consists of enrollment in music courses, music Braille literacy, and accommodations. Moreover, Texas Social Behavior Inventory B (TSBI B) by Helmreich and Stapp (1974) is used to measure self-esteem. The data of TSBI B scores found in the present study are inadequate to draw a conclusion on whether music education influences blind students' self-esteem. However, the qualitative data of the present study provide a glimpse of how blind and visually impaired students are experiencing music education through music Braille literacy, accommodations and barriers, and relationship with classmates. One of implications of the findings is the potential of using music classroom as a space to foster inclusion by viewing disability through the social model rather than medical model (Linton, 1998).