Symposium

Cultivating Resiliency: Inclusive Strategies for Coping with Anxiety to Promote Wellness, Education, Expression, and Creativity

Karen Koner (convener) San Diego State University, USA

Anxiety disorders are among the most commonly diagnosed mental health problems in children (Albano, Chorpita, & Barlow, 2003), with anxiety symptoms first developing in childhood between the ages of 8 and 10 years (Costello, Egger, Copeland, Erkanli, & Angold, 2011). Increased levels of anxiety can be seen in gifted students, who are involved in multiple activities with demanding schedules (Gaesser, 2018), female students (Costello et al, 2011), and students with negative student-teacher relationships (Kurdi & Archambault, 2018). These three papers will discuss inclusion of anxiety sufferers through the lenses of music classrooms, performance, and creating music.

Causes and Strategies to Help Student Musicians Cope with Performance Anxiety

Catherine Wilson Western Kentucky University, USA

Performance anxiety (PA) affects millions of people worldwide: it is often debilitating, affecting careers, self-expression, and stress levels, while heightening depression and insomnia. This is especially impactful for musicians, as it is suggested that the greatest health factor amongst musicians is psychological stress (Colwell, Hewitt, & Fonder, 2018). PA can become cyclical and compounding: the more one fears, the more fearful one becomes. This presentation will discuss causes and strategies from case studies that assist sufferers to cope with PA.
The Rhythmic Twisting, Turning, and Churning of Dancing with Creative Anxiety

Tamara Thies  California State University, Long Beach, USA

Institutions are designed to create maximal anxiety for participants (Greenberg, 2013). Specifically, undergraduate student-musicians are often conditioned to effectively respond to musical directives but become anxious when prompted to create original work. Grounded in one of the most diverse cities and higher education campuses on the West coast of the United States, I explore how undergraduate music education students interact with guided and open-ended creative challenges. Discussion will include differentiation and scaffolded strategies to guide students through levels of anxiety in order to prepare students for challenges in their future.