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## The Effects of Lyric Analysis and Group Discussion on Values Clarification and Decision Making in Adolescent Delinquents

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THE FLORIDA STATE UNIVERSITY  
SCHOOL OF MUSIC

THE EFFECTS OF LYRIC ANALYSIS AND GROUP DISCUSSION ON VALUES  
CLARIFICATION AND DECISION MAKING IN ADOLESCENT DELINQUENTS

BY  
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## TABLE OF CONTENTS

List of Tables.....	v
Abstract.....	vi
1. REVIEW OF LITERATURE.....	1
Purpose.....	11
2. METHODOLOGY .....	12
Subjects .....	12
Experimental Setting .....	13
Apparatus.....	13
Design .....	14
Data Collection .....	14
Procedure .....	15
3. RESULTS .....	21
4. DISCUSSION.....	23
APPENDICES.....	27
A. Thesis Proposal.....	28
B. Human Subjects Approval .....	30
C. Pre-Post Test .....	32
D. Guidelines for Video Analysis .....	34
E. Parental Consent Form .....	37
F. Subject Consent Form .....	39
G. Song Lyrics.....	41
H. Raw Test Scores.....	48
REFERENCES.....	50
BIOGRAPHICAL SKETCH .....	55

## LIST OF TABLES

1. Experiment group demographics.....	12
2. Control group demographics.....	13
3. Pre test comparisons.....	21
4. Post test comparisons.....	21
5. Comparison of Experimental group.....	22
6. Comparison of Control group.....	22

## ABSTRACT

The purpose of this study was to examine the effects of a lyric analysis and group discussion vs. other music therapy techniques, on values clarification and decision-making styles of adolescent delinquents. Eighteen middle school students participated in this study. Subjects from both groups completed a pretest to assess values and decision-making styles.

One group of 10 persons and another group of 8 were used. Both the lyric analysis group (10 Ss) and the non-lyric analysis group (8 Ss) attended four sessions over a four day period. Each session lasted for thirty minutes. The lyric analysis group analyzed lyrics to four popular songs. The non-lyric analysis group participated in writing, music performance via drumming and brass & winds instruments. Each of the experimental and control group's session focused on values, emotional, impulsive or rational decision making styles. To determine the steps subjects used in arriving at a decision, all sessions were taped and analyzed. At the end of the scheduled sessions, subjects completed a post-test to measure their perceived values and decision making styles.

While there were increases in scores on certain levels, no statistically significant differences were found between the groups, as evidenced in test scores. The video analyses showed improvements in both groups, but again no statistically significant difference was found.

## CHAPTER 1

### LITERATURE REVIEW

For more than a century, adolescent delinquency has been of great concern, and therefore an important focus for study (Siegel and Senna, 1994). It has been said that adolescent delinquency can be defined as the failure of a juvenile to adhere to governmental and societal laws and expectations (Cordess & Cox, 1996; and Weiss, Crutchfield, & Bridges 1996). Counselors, therapists, educational case workers, probation officers, and social workers are among those that have taken on the task of answering the questions of why delinquency occurs and how can this problem be solved.

#### Factors of Delinquency

During adolescence an individual faces many emotional, physical, and psychological changes. This period is usually characterized by self-searching, experimentation, and limit testing. Researchers have found that these changes significantly correlate to view of self and identity, in relation to family, peers and society (DuBois & Hirsch, 2000; Brinthaupt & Lipka, 2002). Many theorists believe that there is no one specific factor that leads to delinquency (Weiss, Crutchfield, & Bridges, 1996; Cordess and Cox, 1996; and Shoemaker, 1996). However, several have been taken into consideration. These include the family, child abuse and neglect, peer relationships including substance abuse, as well as the school system.

The family plays a very important role in the lives of adolescents, as most of what is learned, is learned in that institution. Patterson et al (1998) in their study, which tracked young boys from fourth grade to the age of 18, found that interruptions in parenting practices including discipline, monitoring, problem-solving, along with divorce and mobility, among others, can have an adverse effect, leading to a path of chronic juvenile offending. In support of Patterson et al (1998), researchers Israel, Roderick, and Ivanova (2002) suggested that family stability during childhood (various rituals and routines including dinners, chores, etc.) is a contributing factor in the “optimal



development in youth.” Using self-report as measurement to the Stability of Activities in Family Environment (SAFE), Israel, Roderick, and Ivanova (2002) studied 88 college students (mostly freshman and sophomores) and their families. They discussed the idea that stability in families is achieved on different levels. It was found that the students that were more active in their family life, had established positive daily routines, and were socially stable, experienced higher levels of self-esteem, and had fewer depressive symptoms.

Demuth & Brown (2004) analyzed several familial variables in relation to adolescent delinquency in their study. It was found that the adolescents that lived in single parent families had experienced lower levels of connection, supervision and involvement from their parents when compared to those of two parent families. Their findings support previous research that concludes that the absence of a parent is a contributing factor of delinquency. For parents it is understandable that the task of rearing a child (or children) is accompanied by the need to provide financial, emotional and moral stability. This task has been found to become further complicated when the unpredictability of an adolescent and a single parent is added to the equation (Wu, 1996).

As another factor, several researchers including Muller, Goebel-Fabbri, Diamond and Dinklage, (2000) and McGee, Wolf, & Wilson (1997), have linked child abuse and neglect to an increased occurrence of behavioral problems. These are both external, characterized by aggressive and delinquent behaviors, and internal, characterized by depressive, withdrawn, or anxious behaviors. McGee, Wolf, & Wilson (1997) in their study utilized 160 subjects in a child protection agency. Measured through self-reports and Child Behavior Checklist (CBCL), they found that those subjects that experienced and were exposed to abuse, were found to have high levels of externalizing and internalizing behaviors, as well as serious adjustment problems, including low self-esteem and poor conflict resolution. More recently, Kernic et al (2003) in their studies discussed the likely effects (higher percentages of “borderline to clinical level scores on externalizing... and total behavioral problems”) of exposure to their mother’s abuse by an intimate partner, on youth CBCL scores when compared to those of a normative population.

Abused adolescents, whether physically or sexually, are more likely to be involved in various criminal behaviors. It is possible that the reason for such behavior can be attributed to self struggles with feelings including but not limited to those of violation, worthlessness, depression, pain, and anger. With such feelings it is not surprising that studies find high correlates to runaways, robbery, violent offenses, prostitution, along with the use and abuse of illegal substances with this population (Siegel & Williams, 2003; Dembo et al 2000; Siegel & Senna, 1994). Previous researchers including more recent ones, Crawford & Novac, (2002) and Dembo et al (2000), have found that more secure parental attachments and involvements, are less likely to yield adolescents that are involved in delinquent behavior, including substance abuse, as they are better able to monitor their child's behavior and peer involvement.

In their study Crawford and Novak (2002) found that peer influence and related issues were more influential when compared to their parent-based variables (attachment and monitoring). Additionally, their studies reported that when parents displayed or acted in opposition to these delinquent behaviors, the adolescent retreated to the peer group where this and other delinquent behavior, including violence was acceptable. Hawkins et al (2000) reported that delinquent siblings and peers had a great influence on later violence, but not as much as gang involvement. Further, they found that adolescents, whose peers disagreed with delinquent behavior, were among the percentages that were less likely to participate in delinquency. In 1998, Yarnold found that along with other factors (risk taking and availability) peer influence yielded higher percentages of alcohol use. Based on her findings, she also discussed and suggested the possibility of impaired judgment and decision making processing in this population. Yarnold (1998) also states that until effective rehabilitation occurs among “those that confront the behavioral irregularities (including ... risk taking behaviors)” the amount of substances consumed is more likely to increase. Arrest trends in juveniles, spanning over 11 years (1989-1998) were reviewed by Gran (2001). Findings included an increase in drug abuse violations by 85% and liquor law violations by 20.4%.

Outside of the family, school systems have also been named as a contributor to delinquency. In their study on the family and the school's relationship to delinquent behaviors, Vazsonyi & Flanner (1997) found that these were strong predictors to

delinquency in early adolescents. Their study reported that the school as a variable in itself accounted for more than 20% of the delinquent behavior.

The school system, which is viewed by some, as an extension of the family, has its own set of rules and guidelines for students to follow. These guidelines cover academic as well as social behaviors, reinforcing societal norms and values. Some students may experience academic or social maladjustment. As a result of academic problems, self concept may be altered, and can result in internalizing and/ or externalizing behaviors, including vandalism, truancy, and membership in gangs (Hawkins, Farrington, & Catalano, 1998). Based on research in recent years the Office of Juvenile Justice has identified truancy as an early predictor of problems to come, including substance abuse, gang participation, and various criminal activity (Baker, Sigmon, & Nugen, 2001; Howell & Lynch, 2000; and Kelly et al, 1997). Based on police reports, made available by this office, it has been found that about 60% of crime, including burglaries, and aggravated assault, were committed by juveniles, and occurred during the week between 8am – 3pm (Baker, Sigmon, & Nugen, 2001). In an effort to decrease these behaviors and rule out possible future occurrences many schools have started various programs, including after-school care and mentoring.

If delinquency in general is left untreated, even more serious problems can result. Treatment for this population can take place either individually or in group settings. There are residential treatment centers, group homes, outpatient mental health facilities, and correctional facilities that offer rehabilitative services to adolescents.

#### Rehabilitation and Group Counseling

The ultimate goal of treatment or rehabilitation for adolescents is discontinuance of the delinquent behavior. Zimpfer (1992) states that it is hoped that the delinquent through counseling, will strive to achieve a socially acceptable character, while creating one that is satisfying and uniquely their own. Over the years researchers have found group work, due to the openness the environment facilitates, to be most effective with this population (Gladding, 2003; Zimpfer, 1992). De Bedout (1994) states that group counseling “can provide focus on remediation, prevention, and growth and may provide support as the offender adjusts to current living situations...prison, halfway house or home environment.”

Researchers, in their studies, have found many group interventions to be successful. In 1985, Vorrath and Brendtro designed an approach that focused on familiarizing delinquents with ways to use the negative subculture, in a positive way. This approach has as its foundation the idea that one of the major factors of delinquency is the influence of peers. It is also believed that in most cases adolescents can be held accountable for their behavior, and that a more positive self-image can be developed once they learn to care for and help other individuals. Further, Vorrath and Brendtro (1985) believe that once opportunities for this caring and helping are presented, the response by the adolescent will be a more positive one. In 1988 researchers, David, Hoffman, and Quigley utilized the PPC model in their own study, with 231 adolescent delinquents. The study held over an eight month period, was designed for an experimental group only. Based on self reports at the end of the study, the participants felt more self confident and psychologically adjusted. In 1987, Gardstrom discussed the pairing of PPC with Music Therapy to reach the stated goals. She believes that one of the best ways to combat the problems of distorted social values and self image that accompany delinquency is to provide challenges for these individuals. Gardstrom stated “the more challenging the music therapy experience, the more pride the participant will feel upon successful completion of the experience, and the healthier the self-concept will become.” In this setting the participants are completely involved in setting specific treatment goals. Through improvisation and song writing exercises, self expression and group work can be learned.

In more recent years the treatment of various populations, including those with adolescents, Cognitive- Behavior therapy (CBT), and Group Cognitive-Behavior Therapy (GCBT) has been used. Petrocelli (2002) defined GCBT as, “therapy that uses the dynamics of the group format, in addition to common CBT techniques, to change dysfunctional beliefs, interpretation, behaviors, and attitudes”. In his research, conducted in the format of a meta-analysis, Petrocelli reviewed 30 studies that employed GCBT to reduce general symptoms including depression, panic, and social phobia. This type of treatment has been found to be very successful, more so with children and adolescents, when compared to adult populations. Petrocelli (2002) did note, however, that based on a small study with aggressive adolescent males, GCBT was not very effective. General

improvements in other clients were increased up to three fourths of a standard deviation, confirming previous findings of the overall effectiveness of this type of therapy (Pertocelli, 2002).

Behavior modification techniques over the years have proven to be successful in the treatment of the learned behaviors of adolescents. Zimper (1992) stated that those that undergo behavior modification treatments are able to analyze information about decision making. They also have the chance to consider various alternatives, and consequences to those decisions made. In their June 2003 bulletin, *National Institute of Justice*, the Office of Justice Programs, reviewed research, spanning the previous 10 years, on behavior modification techniques including boot camps. The researchers found and stated that the participants showed "...changes in attitudes and behaviors; they also had better problem solving and coping skills". It has been noted that some of these treatment programs have been more successful than others, and may produce only short term effects.

Over the years music has been found to be effective in decreasing undesired behaviors. Desired behaviors are attained through various techniques, including token economy systems. Mostly used in educational settings, token economy systems are based on the awarding of tokens, chips or points to the subject, by the teacher or therapist in-charge, once the desired/ targeted behavior is exhibited. After an agreed upon period of time, the subject is able to "cash-in" his tokens for a prize or role. Eidson (1988) paired music therapy and a token economy system as a part of his study with Emotionally Handicapped middle school students. The token economy system was used to reinforce appropriate classroom behaviors. With the comparison of three groups, he found that the experimental subjects showed higher levels of consistency in appropriate classroom behaviors, when compared to the other subjects.

Madsen and Madsen (1968) reshaped delinquent behaviors using contingent guitar lessons and music listening. After conducting a follow-up two and a half years later, the researchers found that the disruptive behaviors had not returned, and the subject had begun to transfer his experiences to other areas of his life. Lindsey (1998) found that the on task behavior during the study time of delinquents, increased with contingent music. When off-task behavior was displayed at the different homework stations, the music was stopped until desired behavior returned. The researcher also suggests that the

subjects' change in attitude toward studying, from negative ones to more positive ones, may also be related to the music listening experiences.

Boot camps also utilize behavior modification techniques. As an alternative to incarceration, due largely in part to overcrowding and cost related issues, boot camps were designed. The aim was to quickly reshape behaviors or “shock” delinquents into conforming to societal expectations by resembling the highly structured and rigorous drill type training used in the military (Zhang, 1998). Other researchers including Bourque, Cronin et al (1996) and MacKenzie and Souryal (1995), have found that boot camps are successful in modifying the behaviors during the camp. However, the lasting effects based on the recidivism rates, have been questioned by researchers (Zhang, 1998). Other treatment types have been used with this adolescent population. The goal of researchers has been to find ways help improve self-concept and bring about moral maturity.

#### Values Clarification and Decision Making

For adolescents formal operations and moral reasoning develop at different rates for each individual, but normally occurs around 12-13 years of age. In Piagetian theory, this involves moving from concrete or absolute to more abstract reasoning, allowing for various possibilities, and deductive reasoning and planning. Researchers believe that an adolescent's values and moral judgments and or decision making styles are strongly influenced by one or more of three groups of people: the family, the peer group, and the church (Israel, Roderick, and Ivanova, 2002; Klaczynsky, Barnes, and Jacobs, 2001; Phi Delta Kappa, 1995). Evidence suggests that for delinquents, the group that has the strongest influence would be the peers (Brinthaupt and Lipka, 2002; Crawford and Novak, 2002; and Hawkins et al 2000). It is believed that in order to alter a delinquent's way of thinking and ultimately his way of life, treatment interventions should include values clarification. Some research shows the effectiveness of this type of intervention.

James (1988) found in his study that music therapy activities that had as its focus values clarification, had positive effects on adolescent subjects' sense of self and decrease in chemical dependency. Levinger and Toomey (1982) carried out a values clarification group with adolescents. They found that once trust was developed, sessions allowed for the discussion of very personal topics including peer relations, family life,

ethnicity, and sex roles. Based on subjects' involvement, self-reports and evaluations, it is the belief of the researchers that such groups can be effective in addressing adolescent developmental needs. In 1994, De Bedout conducted a study with 32 residents of a juvenile detention center, who served as their own controls. She found that when compared to a non music activity, the music activities yielded more positive value statements and verbalizations during group discussions.

Once positive values are realized and developed, outcomes to decisions will be more encouraging, as they are believed to determine behavioral patterns (Baron & Brown, 1991; Unesco, 1985). Furby and Beyth-Marom (1992) discuss the ideas of several theorists that believe that adolescent behavior's, especially risk-taking ones (eg. substance use and abuse, unprotected sex, and stealing) are a result of one of three deficits: 1) they are not fully aware of the risks and consequences associated with decided course of action, 2) they exhibit a weakness when it comes to saying no to peer-pressure, despite prior knowledge of issues, and 3) such behaviors are used as outlets or coping techniques to problems faced. In order to combat and treat these deficiencies, adolescents should be: 1) taught how to seek and review relevant information, in order to make better decisions; 2) taught the importance of standing up for what they believe and know to be true, and 3) exposed to positive alternatives to handling problems or stressors. In substance abuse and other rehabilitation groups, especially those in the psychiatric setting, it is common to find treatment goals that include decision making and coping skills for both adult as well as adolescent populations.

Baron and Brown (1991) theorized that adolescents would make better decisions through formal analysis. Their study utilized Personal Decision Analysis (PDA), which has as its basis statistical and math reasoning. With middle school students as subjects, their results did not show any statistical significance. The researchers, however, concluded that PDA would serve as a good starting point for decision making analysis. Galotti (2001) tested adolescents within their first semester of college. Her study asked the subjects to think about the most important decision that they had made within the last year. Through questionnaires, and self-reports they were asked to rate their decision making skills. She found that the students that felt more secure in and happier about the outcome of their decisions, were those that based their decisions on their values and

overall beliefs. Further, her findings disagree with other studies that a more analytic approach to decision making is more effective. It was found that those students who were overly analytic, were not as confident in their decisions and reported higher stress levels. All adolescents do not value or weigh alternatives the same. However, it is very important for adolescents to be able to process information and make decisions based on their beliefs and findings, especially when there are no stated rules to follow (Galotti, 2001; Vorrath and Brendtro 1985). This is believed to be an important part of living and to leading more successfully productive lives.

### Music Therapy Techniques

For the adolescent population, music is a very important part of their lives. Their response to certain types of music is extraordinary. Therefore, the pairing of music and therapy or treatment of this group has considerable benefits, and serves to enhance the process. Brooks (1989) says that its [music therapy] “non-threatening manner makes it an excellent “sneak” therapy.” She continues by stating that in most cases, when compared to other treatment models, there is little resistance from the adolescent, as they are more concerned with what they are listening to. The treatment process is enhanced through the many techniques or activities employed by the therapist. Over the years several have proven effective, including lyric analysis, songwriting, guided imagery, and musical performance.

The purpose of lyric analysis and songwriting is to draw attention or focus to a specific theme. Through these activities, clients can be encouraged or receive validation for their feelings, gain insight by seeing themselves through the eyes of someone else, develop a positive outlet for self-expression, and even learn new ways of coping with different situations, based on others experiences. Charlesworth (1982), Mark (1988), and Gardstrom (1996) all agree that song lyrics can facilitate intense discussion of personal feelings and ideas, through the security of the theme found in the song. Mark (1988) continues by stating that for the adolescent this is important. Through this process, (including discussion) “they can begin to gain control over their lives and learn the advantages of becoming disciplined participants in society.”

In 1988, James divided a total of 60 chemically dependant adolescents into control and experimental groups, with both groups attending four 1 hour sessions. The



control group participated in alternative occupational therapy craft activities, while the experimental group participated in music therapy discussions based on a values clarification approach. A pre and post test was administered to the groups. James found that the analysis of song lyrics influenced the subject's feelings of control – "self-mastery and self-determination". His findings also suggest: 1) that the lyric analyses employed assisted in the exploration of behaviors and value systems; and 2) that music therapy activities that focus on values clarification can help "adolescent clients to develop a positive, healthy attitude toward themselves and their recovery from chemical dependency." Jones (1998) found that song writing and lyric analysis were able to evoke some change emotionally in chemically dependent clients in one session. Freed (1987) stated that the songwriting process can help clients by enhancing "self-esteem, self expression, and interpersonal communication..." He and Gardstrom (1987) along with other music therapists have found that musical performance can also help to build self-esteem, and expression.

Another music therapy technique that has been found effective is guided imagery. This facilitates relaxation and acts as a coping skill. With guided imagery and music, the client engages in muscle relaxation, and calmer breathing patterns while listening to selected music. In their minds, and with the music, they are guided to a safe place and are able to obtain peace in a non harmful, yet acceptable manner (Brooks, 1989). As previously discussed researchers have found that adolescent's decision making styles are influenced by certain stressors. This technique can be used to bring about a calmness and peace of mind that helps the decision making process.

Much of the research found on music therapy with the adolescent population has discussed the effects of: music vs non-music activities, music to establish group cohesion and increase verbalization (De Bedout, 1994) and clarify values (James, 1988). De Bedout (1994) in her study found that music therapy activities not only increased the verbalization, but also positive value statements, during group discussion with juvenile delinquents. Madsen and Madsen, 1968; Eidson, 1988, and Lindsey, 1998 support the use of music therapy to modify behavior. Lindsey (1998) reported that contingent music assisted with the increase of on task behaviors during study periods. Other researchers (Freed, 1987; Jones 1998) have found music therapy to be successful in evoking

emotional changes among others. The literature shows a need for research that discusses further the relationship between lyric analysis as well as other music therapy techniques paired with group discussion on values clarification, as they relate to the decision making styles of adolescent delinquents.

The purpose of this study is to examine the effects of a lyric analysis and group discussion on values clarification and decision making in adolescent delinquents, when compared to the effects of other music therapy techniques. Effects will be measured through pre-post test scores on values, as well as a video analysis of subject's decision making styles.

For the purpose of this study the following terms and definitions were used:

**Emotional Decisions:** Decisions that we make based on our feelings. Eg *I feel \_\_\_\_\_ so I will \_\_\_\_\_.*

**Impulsive Decisions:** Decisions that we do not think about, we just do based on instant gratification or reflexive response. Eg *Blinking or swallowing*

**Rational Decisions:** Decisions that we make based on some thought process. Eg *choosing a school to attend*

**Valuables:** things that are important to us but can be seen, touched, bought in a store, and can be taken away.

**Values:** They are important to us. They cannot be seen, touched, bought in a store or taken away from us. They help to make us an individual.

CHAPTER 2  
EXPERIMENTAL METHOD

Subjects

Subjects were 18 adolescents, 7 males and 11 females, between the ages of 11 and 14. The average age of all subjects was 12.33 years of age. All subjects were participants of the Bellview Middle School. The students used were experiencing various familial, academic, social, and behavioral problems. One student was reported to have attempted suicide on two occasions.

The study involved two groups containing 10 in the experimental group and 8 in the control group. Initially 20 students that would be available for four sessions were identified and given consent forms (see Appendices E - F) for themselves and their parents/ guardians, to sign and return, by the classroom teacher. One additional recruitment exercises were carried out after two weeks had passed, and only 70% had been returned. This second exercise yielded a positive response as the remaining 30% were returned. However, two students didn't attend the first and second sessions and were therefore not counted in this study.

Table 1: Experimental Group Demographics

<b>Subjects</b>	<b>Age</b>	<b>Gender</b>
1	12	Male
2	12	Female
3	13	Female
4	13	Female
5	13	Female
6	12	Male

Table 1: continued

7	14	Male
8	14	Female
9	13	Female
10	12	Female

Table 2: Control Group Demographics

<b>Subjects</b>	<b>Age</b>	<b>Gender</b>
11	11	Male
12	12	Male
13	12	Female
14	12	Female
15	11	Male
16	11	Male
17	13	Female
18	12	Female

Experimental Setting

Group sessions took place in the school’s band room. Chairs were assembled in a semi-circle facing a chalk-board. The video recorder was placed at the rear of the room on a tripod stand. The therapist conducted sessions with the presence of the class room teacher either in the classroom or his adjoining office which had a glass window.

Apparatus

The materials and equipment that were used in this study included:

1. Classical guitar
2. One portable CD player, Sony

3. One video recorder, Sony CCD-TRV108 NTSC, with accompanying tripod
4. Two video cassette tapes, Maxwell XR Metal (Hi -8 MP)
5. “Stripped” CD by *Christina Aguilera*
6. “Metora” CD by *Linkin Park*
7. “Diary of Alicia Keys” CD by *Alicia Keys*
8. Chords to *One Voice* by Billy Gilman
9. Lyrics to *One Voice* by Billy Gilman
10. Lyrics to *If I Ain’t Got You* by Alicia Keys
11. Lyrics to *Easier to Run* by Linkin Park
12. Lyrics to *Keep on Signing my Song* by Christina Aguilera
13. Lyrics to *I Believe* – Song writing exercise
14. Rainbow stackable hand drums, with mallets
15. Two Saxophones & work books
16. French Horn & work book
17. Flute & work book
18. Clarinet & work book
19. Trombone & work book
20. Cornet & work book
21. Euphonium & work book
22. Cards with “feelings” printed on them were used for group discussions.

### Design

This study used a pre/post test design with control and experimental groups. Dependent variables include analysis of observable steps used in decision making (Appendix D), and a self-report test of values held (Appendix C). Intervention with both groups occurred across 4 sessions within a 1 week time period. All sessions were videotaped.

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## Data Collection

A pre/post test was administered to subjects, as a group, to assess subjects' current understanding of their values and decision-making styles (Appendix C). Pencils were provided for all subjects. The test was administered within the first 5 minutes of session one, and within the last 5 minutes of session four by the researcher. In order to score the tests, a *Likert scale* of 5 – 1 was used. A score of “5” was given when the student *Strongly Agreed with the statement*, and a score of “1” was given when the student *Strongly Disagreed* with the statement. The only exception to this scoring came for question 14. In this case the scale was reversed with the *Strongly Agree* response scored with a “1” and the *Strongly Disagree* response scored with a “5”.

All sessions were video taped. This was done to determine the process subjects used when making decisions. During each session the researcher asked subjects to identify their values and any steps they utilized when making decisions. These and other anecdotes were used in the video analysis by the researcher to award points for decision making based on the set guidelines (see appendix D). An example of this would be, when asked where they would go to find information for a new high school, one Ss stated, “I know where I would never go...to a guidance counselor...maybe other students that attended that school.” This answer was awarded one point as they identified where they would and would not go to *seek information* on a pre-stated goal.

Analysis of the video taped decision-making process, was viewed by the therapist upon completion of the sessions. A volunteer with the Leon County Collaborative program, an associate with the Leon County School's system served as reliability for this portion of the study. The reliability formula, of agreement divided by the sum of the agreement and disagreement, was used to calculate the reliability score. Reliability was computed for both groups as follows: Experimental group 75% and the Control group 100%. This yielded a combined reliability score of 87.5%.

## Procedure

Sessions took place during the first thirty minutes of an established class period, the researcher used 2 existing classes, and assigned one to the experimental conditions and the other to the control conditions. The subjects could not be randomly placed within a group, and therefore remained in their original class block, constituting a convenience

sample. students into either control or experimental groups.. Prior to being assigned to a group, both parents and subjects signed a consent forms, giving consent for this project. The subjects were escorted to the classroom being used for sessions by the classroom teacher and researcher. Upon their entrance, subjects sat in the chairs provided for them. During session one (1), for the control and experimental groups, the first 5 minutes were used to remind students of the purpose of the study, of the task being required of them, to answer any questions concerning the study, and to administer the pre-test. In other sessions the therapist used the first 5 minutes to introduce subjects to the topic of discussion for the day. For each day the definition of values, emotional, impulsive or rational decisions (see pg. 11 ) were asked for, and then explained in more detail by the therapist. Suggestions given by subjects, and detailed definitions were written on the chalk board. The definitions remained on the chalk board throughout the session, as a reminder to the subjects. To further ensure understanding of the topic, the subjects were also asked to give an example of a value, emotional, impulsive, or rational decision.

#### Experimental Group

In the experimental group, the therapist then proceeded to hand out the lyrics to the song being analyzed that day. Once all group members had lyric sheets, the therapist played a live (session 1) or recorded version (sessions 2-4) of the popular song. Subjects were encouraged to sing along. At the end of the song, subjects were generally asked:

- 1) What is the song about?
- 2) Was the singer aware of their values / decision making style? How do you know?
- 3) What are some of the values mentioned in the song? or What kind of decision was the singer making?
- 4) How was their life affected?

As the last question was being asked, the lyric sheets were collected. Once an answer was given, the subjects were guided into discussion of the topic. They were asked several questions that included but were not limited too:

- 1) What is the difference between a value and a valuable?
- 2) Do you think that having values is important? Why/ why not?
- 3) What are some of your personal values?

- 4) Do you make decisions based on your values?
- 5) Do you think that your values help to make you who you are?
- 6) Are emotions and feelings the same thing?
- 7) What are some ways that you can feel?
- 8) Do you make decisions based on your feelings?
- 9) What is a decision that you have made based on your feelings?
- 10) How can being aware of your feelings help you make more positive decisions?
- 11) Can impulsive decisions have positive and negative consequences? Are the consequences usually positive or negative?
- 12) What is a decision that you made without thinking about it first?
- 13) What were the consequences to that decision?
- 14) How can the knowledge of past consequences to impulsive decision making help you in the future?
- 15) Is the outcome of a rational decision normally negative or positive?
- 16) What is a rational decision that you have made?
- 17) Did you think of your values before you made the decision?
- 18) What are some of the things that you think about while you are making your decisions?
- 19) Who are some people/ where are some places that you can go to for help when trying to make a decision?
- 20) How can decisions you make now affect your future?

Subjects had an opportunity during session four to go through the steps to making a rational decision as well as identify any steps used in the lyric analysis for that session. These steps were used to focus the group discussion. Each subject had the chance to talk through steps that they used when making decisions.

#### Control Group

In the control group, after the general introduction, the group discussion began. Some of the previously listed questions were asked. After fifteen minutes, the subjects engaged in an activity (song writing, conducting, or instrument playing including drumming) to facilitate transfer to the discussion topic. Session one's activity was song



writing. Subjects were asked to name at least one of their values, and explain why that particular value was important to them. These values would be used in the song writing activity. With the song writing activity, the subjects were asked to fill in the blank spaces with their values (see appendix G). The therapist sang through the song once and then asked the subjects to join in. This continued until each subject's song was sung. They were then asked to discuss why they chose that value, and its importance in their lives.

The second session's activities involved instrument playing and conducting. The subjects who exhibited eagerness in the previous session, were given the opportunity to play their band instruments, while being conducted by one of their peers. Three minutes were allotted for each subject to retrieve and warm up their instruments. Everyone was given the opportunity to come to the front of the classroom and choose a card with a feeling word printed on it. It was their responsibility to conduct the small ensemble based on the feeling that (s)he had chosen. Once the eight measures were completed, the "conductor" had to state a decision they had previously made or could make based on the selected feeling. The other group members were also given an opportunity to share and discuss their emotional decision making styles. This continued until each subject had a turn.

Session three's activity was drumming. In this session the focus was impulsive decisions. The therapist began by reviewing the definitions of values and emotional decisions with the subjects. They were then introduced to the new topic, impulsive decisions. Each subject was then asked to choose a drum. The subjects were asked to join in one by one, following the established rhythm. The subjects were then encouraged to keep the steady beat while the therapist played a solo. This continued with subjects playing improvised solos until each subject had a turn. At the completion of the exercise, drums were collected and the subjects prompted to share feelings about that experience. They were also asked to share other impulsive decisions that they have made, including the consequences to those decisions. During the last seven minutes of the session the subjects played "What's on your mind?" They were asked to say the first thing that came to mind when they heard a particular word, even if it had nothing to do with the word. They were instructed that once they began to stumble or appear to be thinking about the

word, the therapist would move to another subject continuing the process. Stimulus words included were:

Christina Aguilera

courage

emotional

fighting

friendship

honesty

impulsive

Kalise

Ludacris

movie star

scream

shopping

slap

trust

Usher

values

annoyed

Upon completion of this exercise (two rounds), the session ended with a review of impulsive decisions and the main points brought up in the group discussion. The therapist alerted the subjects of session 4's topic, rational decision making.

The last session began with the subjects being introduced to some steps used when making a rational decision. Each step was printed on the chalk board and was read through. For each step a subject was asked to tell what they believed the step meant. The therapist clarified. Once all of the steps were explained, subjects were divided into two groups, and given two scenarios to choose from: (1) *Planning a slumber party* or (2) *Composing an instrumental piece for a band*. They were asked to plan the event using the steps to making a rational decision previously discussed, and then present it to the group. Once they had presented, one group member was asked to volunteer to talk through their planning process.

For both experimental and control groups, the post test was administered to the subjects after the last session.

## CHAPTER 3

### RESULTS

#### Analysis of Data

To obtain the total pre and post test scores on the Values Questionnaire, a Likert scale rating of 1-5 was used for all questions. The total score was used in the analyses below. The differences between the scores for the two groups were analyzed by *Mann Whitney U* tests. There was no significant difference between the groups on the pretest ( $U=28$ , critical value  $<15$ ,  $\alpha <.05$ ).

Table 3: Pretest Means on Values Questionnaire

<b>Group</b>	<b>Mean</b>	<b>N</b>
Experimental	54.1	10
Control	58.88	8

The Mann Whitney U results for the pre test showed:  $U =28$ . The critical value U for  $\alpha <.05 = < 15$ , thus there was no significant difference.

Table 4: Posttest Means on Values Questionnaire

<b>Group</b>	<b>Mean</b>	<b>N</b>
Experimental	59.5	10
Control	63.25	8

Although there was an increase in post test scores of both groups (table 4), there was no statistically significant difference between groups ( $U=42.5$ , critical value  $U=17$ ,  $\alpha <.05$ ). The results show that 9 out of 10 subjects in the experimental group increased their test scores on the post test, over the four-day period. However this increase was not enough to yield a statistically significant difference.

Table 5, shows means for the pre and post test for the experimental group. There was an increase of scores as seen in the mean scores of the tests, but no significant difference ( $U = 77.5$ , critical value = 23,  $\alpha < .05$ ).

Table 5: Comparison of Experimental Group Means on Values Questionnaire

Test	Mean	N
Pre test	54.1	10
Post test	59.5	10

Table 6 shows mean pre – post scores for the control group. In this group, the mean shows an increase between scores of 4.375 points, but this was not sufficient to produce a statistically significant difference ( $U = 58$ , critical values = 13,  $\alpha < .05$ ).

Table 6: Comparison of Control Group Mean Scores on Values Questionnaire

Test	Mean	N
Pre test	58.8	8
Post test	63.25	8

This study also sought to isolate and compare the decision making styles of these two groups. Groups received points based on their ability to discuss and utilize steps in making rational decisions formulated for this study (see appendix c). The results were calculated using the Mann Whitney U test, and were not found to have a statistical difference.

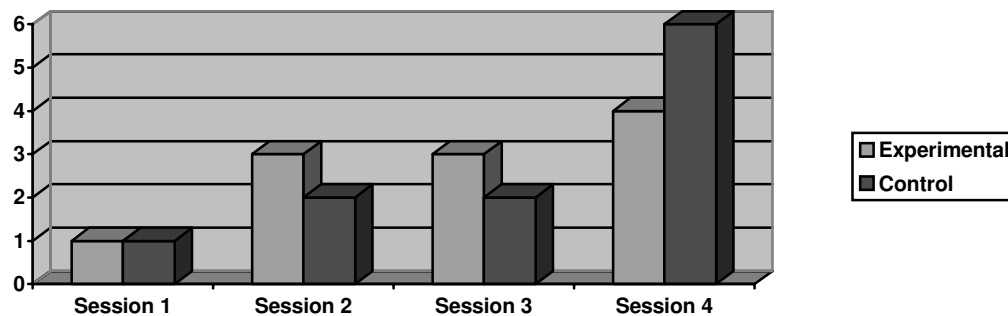


Figure 1: Mean Scores By Group for Decision Making

## CHAPTER 4

### DISCUSSION

The purpose of this study was to determine the effects of lyric analysis and group discussion on values clarification and decision-making in adolescent delinquents, when compared to other Music Therapy techniques. The results indicated that both techniques increased values. The use of lyric analyses yielded a 9 out of 10 increase on post test scores by subjects. Differences between the pre and post test, however, were not significant.

In the lyric analysis group, songs that represented and talked about different values and decision making styles were chosen by the therapist with some suggestions of artist from the subjects for sessions 2-4. Only after the explanation of what was being required of them, and the introduction of the definitions being used, did the subjects began to participate in the sessions. This could be due in part to the strangeness of the researcher, or the topic, since their initial struggle to name personal values and decision making styles was apparent. Despite this they were willing to share in the lyric analysis and group discussions. In session one, when asked about the values that were represented in the song [One Voice], one subject (#9) almost immediately stated, “religion” and that “we are not supposed to talk about that here”. As this statement was being made, subject #9’s behavior included, eye rolling, shrugged shoulders, and loss of eye contact with the therapist for the next 5 minutes. In an effort to validate the subject’s statement as well as to thwart the continuance of hostility heard and shown in the subject’s voice and demeanor, the therapist stated, “Yes, the song doesn’t come out and say ‘religion’ but it may rightly be inferred.” The therapist continued by reviewing the definition of values. This was immediately followed by the question of “Does everyone share the same values?” To this the group unanimously agreed “No”. The therapist continued by stating that ‘religion’ is possibly one of the ones that everyone doesn’t share. This statement by subject #9 helped to open the doors for further discussion of personal values with the remainder of the group. About 5minutes into the discussion, she became re-engaged in the group discussion.

By session two, subjects had learned the format to analyzing the lyrics and had begun to see and discuss similarities and differences between their values and decision making styles, and those of the artist without apparent inhibitions, and much excitement. At some points, the therapist had to redirect the discussions, to ensure that they stayed on topic. It is believed that the willingness to participate on the part of the subjects, and the position of the therapist to remain open in discussion, contributed to the increase in post-test scores. Another factor that can be attributed to this increase would be that the subjects had the opportunity to suggest artist and in one instance a song (*If I Ain't Got You*, Alicia Keys). With the subjects being able to assist in this process, they were able to identify more easily with the artist and their perspective, as well as possibly feel that their opinions made a difference.

Not all subjects responded consistently. In the case of subject #3 there was a drop in test scores. This could be due in part to the subject's dis-engagement in session 2 & 3. In an effort to integrate the subject into the discussion, the therapist directed and re-phrased a few questions to and for her. These resulted only in subject #3, shrugging her shoulders, and placing her head on the desk. During session 4, improvement was seen as subject #3 participated in the singing of the song at the onset of the session, however she continued not to contribute to the discussions by refusing to answer any questions or provide any statements.

The control group (non-lyric analysis), was comprised of an equal number of male and female subjects. Originally two other subjects were to be included in this study. However, they were moved to another class during this time, for academic reasons. Despite the fact that the mean age of this group was slightly lower than the other group's, their pre test scores were higher. They appeared somewhat more knowledgeable about their values and decision making styles than the lyric analysis group. After 4 sessions, the control groups overall test scores showed a gradual increase by 4.38 points. However, this was not able to yield a significant difference statistically. It should be noted that there were a variety of problems. Only 4 out of the 8 subjects saw an increase in scores (by 10 points), while 3 subjects saw a decrease in scores by 1.5 points, and the final subject remained unchanged. Also it should be noted that subject #17 only attended 3 out of 4 sessions. In the cases of subjects #12 and #16, tardiness to half of the sessions, on different

days, due to outside factors (not known to the therapist) was a problem when late. This required extra time for these subjects to become integrated into the activity or discussion, as they exhibited a few off task behaviors, including but not limited to excessive talking to other students. On day 3, #12 was only able to participate in the group discussion. Some subjects lost enthusiasm for completing the post test, seen in their comments “This again?!” Yet another factor to be considered is the length of the study. It is believed that more time may have produced a significant difference statistically between the post test gains.

Over all, it appeared that this group enjoyed the activities and discussions. This was evidenced by them racing to: volunteer to lead an activity, shouting “No, me please”, answer the questions being asked, generating new ones, and in their pleas to continue the sessions for the rest of the week if not semester “Are you going to be here for the rest of the semester? ...Can you at least come for the rest of the week?”... “ Ok well don’t forget about us.”

According to the data, no statistical significance was seen between the two groups in relation to their abilities to discuss and utilize the steps to making rational decisions that were formulated for this study. Despite this both groups did make progress. This was evident in both groups ability to talk through and apply the steps in their last session, which were discussed little by little during the project. The more improved group was the control group, using traditional, more active.

During the one of the first sessions on decision making, the control group as a whole was able to discuss two points only – a goal, and *take action*. Their example was “having their own way” – throwing a temper tantrum or locking themselves in their room, when they were angry or things don’t work out the way they want them too. In the last session the subjects were able to talk through all 6 of the steps introduced for making a rational decision, and were able to demonstrate them in their chosen group activities. One group planned a birthday party, while the other group formed an ensemble and as a group composed and performed a 4 measure instrumental piece for winds and horns.

Research has shown and suggests the effectiveness of lyric analysis along with other techniques including song writing, and musical performance with this population. These techniques, over the years, have been successful in facilitating open discussion on



values clarification, and allowing subjects to see themselves from the point of view of someone else, while discovering new ways to solve problems and make decisions, among other things. Unfortunately, in this study, this did not occur at a statistically significant level

It is suggested that like the lyric analysis, other techniques should be isolated to discover the effects on this population. Two interesting alternatives to a lyric analysis would be the use of role- playing or psychodrama, and drumming. Both have been suggested to work well with this population. In the case of this study, the subject preferred the latter. Along range study where these topics are discussed could prove even more beneficial to this area of study.

APPENDIX A  
Thesis Proposal

## Thesis Proposal

Title: The effect of lyric analysis and group discussion on decision making styles and values clarification in adolescent delinquents.

Literature Review: Over the years several studies have focused on group therapy with adolescents (Evans, 1966; Levinger & Toomey, 1982; West & Kirkland, 1986; Mathias & Sindberg 1986; DeBedout, 1994, and Lindsey, 1998; and Gladding, 2003). It has been found that with adolescent delinquents, group therapy can be beneficial, to promote development of a better sense of self and much needed closeness (Gladding, 2003). Topics of concern in such groups, were "...career choices, decision making...and self-concept" (Bowman, 1987; Dansby 1996).

In previous years researchers have paired these and other like topics, in Music Therapy studies (Madsen & Madsen, 1968; Ragland & Apprey, 1974; Thaut, 1987; Gardstom, 1987). Effective activities with the adolescent population have included song writing, musical performance, guided imagery, and lyric analysis. Studies conducted in both the adult and adolescent population, have researched the use of popular lyrics and its effects on discussion (James, 1988; Mark, 1988; Saroyan, 1990; and Jones 1998). It is suggested that the familiar lyrics allow for a conveyance of thoughts and emotions that otherwise may not be expressed.

Purpose: The purpose of this study is to determine the effects of lyric analysis vs. other Music Therapy techniques on decision making and values clarification during group counseling with adolescents delinquents.

Design: The study will consist of two groups: the experimental (n=12) and the control (n=12) groups with pre-post test questionnaire and analysis of video taped anecdotes about decisions. The subjects will randomly be assigned to a group.

Method: Participants (N=24) from Leon County Collaborative Families First program, will participate in four counseling sessions. Each session will last for 30 minutes. Group 1, (n=12) the control group will engage in music therapy session including group discussion on decision making styles and values clarification. Group 2, (n=12) the experimental group, will engage in singing and lyric analysis, followed by a group discussion on decision making style(s), and value(s) suggested by the song. In both groups, rational, emotional, and impulsive decision making styles will be addressed. All sessions will be video taped and anecdotes about decision making analyzed (form attached).

During the first 5mins of session 1, and the last 5mins of session 4, both groups will be administered pre-post tests.

Results: Results will be determined through statistical comparison of pre-post tests and the analysis of video taped decision making anecdotes.

**APPENDIX B**  
**Human Subjects Committee Approval**



Office of the Vice President For Research  
Human Subjects Committee  
Tallahassee, Florida 32306-2763  
(850) 644-8633 · FAX (850) 644-4392

## APPROVAL MEMORANDUM

Date: 3/17/2004

To:  
**Latoya Moss**  
318A Stadium Dr.  
Tallahassee FL 32304

Dept: MUSIC SCHOOL

From: John Tomkowiak, Chair

Re: **Use of Human Subjects in Research**  
**The effects of Lyric Analysis and Group Discussion on Decision making and Values**  
**Clarification In Adolescent Delinquents**

The forms that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Human Subjects Committee at its meeting on 3/10/2004. Your project was approved by the Committee.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals which may be required.

If the project has not been completed by 3/9/2005 you must request renewed approval for continuation of the project.

You are advised that any change in protocol in this project must be approved by resubmission of the project to the Committee for approval. Also, the principal investigator must promptly report, in writing, any unexpected problems causing risks to research subjects or others.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols of such investigations as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Protection from Research Risks. The Assurance Number is IRB00000446.

cc: Jayne Standley  
HSC No. 2004.167

APPENDIX C  
Pre-Post Test

## Values Self-Report Test

Identification: \_\_\_\_\_

**Values are things that are very important to an individual, but that cannot be seen, bought or taken away.**

For the following statements circle whether you: *Strongly Agree, Agree, Somewhat Agree, Disagree or Strongly Disagree*

1. Values are a set of guidelines, or criteria that help people decide how act.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

2. Values develop from the experiences of an individual.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

3. The decisions an individual makes are based on their values.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

4. In the past 3 days my values determined what I did.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

5. Values influence a person's behavior pattern.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

6. I am clear on what my values are.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

7. Society would agree with my values.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

**Values are things that are very important to an individual, but that cannot be seen, bought or taken away.**

8. I am comfortable with my values.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

9. My values are positive.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

10. Being honest and trustworthy is important to me.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

11. I respect opinions that are different from my own.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

12. I respect and accept people regardless of their race, religious beliefs or sexual differences.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

13. I respect authority, and abide by set laws.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

14. Sometimes violence is necessary to resolve conflict.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*

15. I treat others the way I want to be treated.

*Strongly Agree    Agree    Somewhat Agree    Disagree    Strongly Disagree*



**APPENDIX D**  
**Guideline for Video Analysis**

## Guidelines for Video Analysis

In arriving at a decision, did the student use the following steps:

- 1) Know (identify) values
- 2) Set goal to be achieved
- 3) Seek information
- 4) Expand alternatives/ options
- 5) Predict the outcome
- 6) Take action

One point (1pt) will be given for each step utilized in discussion of decision.

At the end of the sessions on decision making styles, the points will be tallied, and the results statistically compared between the two groups.

APPENDIX E  
Parental Consent Form

Dear Parent,

My name is Latoya Moss. I am a graduate Music Therapy student at Florida State University. I am required to complete a research project in partial fulfillment of my requirements at Florida State University. The purpose of this research is to determine the effects of a lyrical analysis and group discussion on decision making and values clarification.

Your child is being asked to participate in four music therapy sessions. As a participant in this study, your child will complete a questionnaire, based on their values, at the beginning and at the end of the study. They will also participate in a group discussion where they will have the chance to verbalize their decision making styles.

The study will involve two groups: one group will participate in music therapy sessions and group discussion, without the analysis of song lyrics, and that the other group will participate in the analysis of song lyrics and a group discussion. Your child will randomly be assigned to one of those groups. There are no risks or discomforts if you agree to your child's participation in this study.

Do understand that each session will be video taped, and that the video tapes will remain in the care of myself, Ms. Moss, for viewing. The tapes will be destroyed by May 1, 2005. Also, in the event that this research is published, your child's name or identity will not be revealed. In order to maintain this confidentiality, your child will be assigned a letter of the alphabet to be used during the documentation of this study.

Your participation, as well as that of your child, in this study is voluntary. If you or your child choose not to participate or to withdraw from the study at any time, there will be no penalty. It will not affect your child's treatment.

If you have any questions concerning this research study or your child's participation in the study, please call me at 222-2524, or Dr. Jayne Standley, advisor, at 644- 4565.

Sincerely,

Latoya Moss

\* \* \* \* \*

I give consent for my child \_\_\_\_\_ to participate in the above study.

Parent's Name: \_\_\_\_\_ Parent's Signature \_\_\_\_\_

(Date) \_\_\_\_\_

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Committee, Institutional Review Board, through the Vice President for the Office of Research at (850) 644-8633.

APPENDIX F  
Subject Consent Form

Consent Form

I \_\_\_\_\_, as a participant understand the following:

I understand that this research is being conducted by Latoya Moss, a graduate Music Therapy student, in partial fulfillment of her requirements at Florida State University. The purpose of this research is to determine the effects of a lyrical analysis and group discussion on decision making and values clarification.

I understand that this research will allow me to participate in four music therapy sessions. As a participant in this study, I will complete a questionnaire, based on my values, at the beginning and at the end of the study. I will also be asked to verbalize my decision making styles.

I understand that this study will involve two groups: one group will participate in music therapy sessions and group discussion, without the analysis of song lyrics, and that the other group will participate in the analysis of song lyrics and a group discussion. There are no risks or discomforts if I agree to participate in this study.

I understand that each session will be video taped, and that the video tapes will remain in the care of Ms. Moss, for viewing. The tapes will be destroyed by May 1, 2005. I also understand that should this research be published, my name or identity will not be revealed. In order to maintain this confidentiality, Ms. Moss will assign me a letter of the alphabet to be used during the documentation of this study.

I understand that I will receive no payment for my participation.

I understand that any questions that I have concerning the research study or my participation in it, before or after my consent, will be answered by Ms. Moss, the researcher, at 222-2524, or Dr. Jayne Standley, advisor, at 644- 4565.

If I have questions about my rights as a participant in this research, or if I feel I have been placed at risk, I can contact the chair of the Human Subjects Committee, Institutional Review Board, through the Office of the Vice President for Research at 644- 8633.

I understand that I may withdraw my consent and discontinue participation at any time without penalty or loss of benefits to which I may otherwise be entitled. In signing this I am not waiving any legal claims, or rights. A copy of this consent form will be offered to me.

I have read and understand the above consent form.

\_\_\_\_\_  
(Your signature)

\_\_\_\_\_  
(Date)

APPENDIX G  
Song Lyrics

**One Voice**  
By Billy Gilman

Some kids have and some don't  
And some of us are wondering why  
Mom won't watch the news at night  
There's too much stuff that's making her cry

Chorus

**We need some help**  
**Down here on earth**  
**A thousand prayers, a million words**  
**But one voice was heard**

A house, a yard, a neighborhood  
Where you can ride your new bike to school  
A kind of world where Mom and dad  
Still believe in the golden rule

**Life's not that simple**  
**Down here on earth**  
**A thousand prayers, a million words**  
**But one voice was heard**



## Keep on Signing My Song

By Christina Aguilera

Oohhh, Yeah, Oooh Huh  
I woke up this morning with a smile on my face  
And; Nobody's gonna bring me down today  
Been feeling like nothings been going my way lately  
So I decided right here and now that my outlooks gotta change

That's why I'm gonna  
Say goodbye to all the tears I've cried  
For everytime somebody hurt my pride  
Feeling like they won't let me live life  
And; Take the time to look at what is mine

I see every lesson completely  
I thank God for what I got from above  
I believe they can take anything from me  
But they can't succeed in taking my inner peace  
They can say all they wanna say about me

But I'm gonna carry on  
Keep on singing my song

I never wanna dwell on my pain again  
There's no use in reliving how I hurt back then  
Remembering all of the hell I felt when I was running out of faith  
Every step I vowed to take was towards a better day

Cos I'm about to  
Say goodbye to every single lie  
And; All the fears I've held too long inside  
Everytime I felt I could try  
All the negativity I had inside

For too long I've been struggling. I couldn't go on  
But now I've found I'm feeling strong and moving on  
I believe they can take anything from me  
But they can't succeed in taking my inner peace  
They can say all they wanna say about me

But I'm gonna carry on  
I'm gonna keep on singing my song

Whoa, everytime I tried to be what they wanted from me

It never came naturally  
So I ended up in misery, wasn't able to see  
All the good around me  
They wasted so much energy on what they thought of me  
Simply just remembering to breathe

I'm human, I ain't able to please  
Everyone at the same time, so now I find  
My peace of mind living one day at a time

I'm human and I answer to one god  
It comes down to one love  
Until I get to heave above

I've made the decision  
Never to give up  
Til the I day I die no matter what

I'm gonna carry on keep on singing my song...

(They can't take anything from me)

I believe that they can do what they wanna.  
Say what they wanna say

(They can say what they wanna)

But I'm gonna keep on  
(Keep on )  
I believe it  
That they can take from me  
But they can't take my inner peace

Oh, yeah, yeah, yeah, yeah, yeah, yeah,

Say what you wanan say, but I'm gonna sing my song

Oh, Oh, Oh, Oh, Yeah, Yeah, Yeah, Yeah

## **Easier to Run**

By Linkin Park

### ***[Chorus I]***

**It's easier to run  
Replacing this pain with something numb  
It's so much easier to go  
Than face all this pain here all alone**

Something has been taken from deep inside of me  
The secret I've kept locked away no one can ever see  
Wounds so deep they never show they never go away  
Like moving pictures in my head for years and years they've played

### ***[Chorus II]***

*(If I could change I would take back the pain I would)  
(Retrace every wrong move that I made I would)  
(If I could stand up and take the blame I would)  
(If I could take all the shame to the grave I would)  
(If I could change I would take back the pain I would)  
(Retrace every wrong move that I made I would)  
(If I could stand up and take the blame I would)  
(I would take all my shame to the grave)*

### ***[Chorus I]***

Sometimes I remember the darkness of my past  
Bringing back these memories I wish I didn't have  
Sometimes I think of letting go and never looking back  
And never moving forward so there'd never be a past

### ***[Chorus II]***

Just washing it aside  
All of the helplessness inside  
Pretending I don't feel misplaced  
It's so much simpler than change

### ***[Chorus I]***

It's easier to run  
(If I could change I would take back the pain I would)  
(Retrace every wrong move that I made)  
It's easier to go  
(If I could stand up and take the blame I would)  
(I would take all my shame to the grave)

# **If I Ain't Got You**

By Alicia Keys

Some people live for the fortune  
Some people live just for the fame  
Some people live for the power yeah  
Some people live just to play the game  
Some people think that the physical things  
Define what's within  
And I've been there before  
But that life's a bore  
So full of the superficial

**[Chorus]**

**Some people want it all  
But I don't want nothing at all  
If it ain't you baby  
If I ain't got you baby  
Some people want diamond rings  
Some just want everything  
But everything means nothing  
If I ain't got you**

Some people search for a fountain  
The promises forever young  
Some people need three dozen roses  
And that's the only way to prove you love them

Hand me a world on a silver platter  
And what good would it be?  
With no one to share, with no one who truly cares for me

**[Chorus 2x ]**

If I ain't got you with me baby  
Nothing in this whole wide world don't mean a thing  
If I ain't got you with me baby

# I Believe

By \_\_\_\_\_

My values are important, that's why I wrote this song

They're things I believe in,

I hope you would too.

I believe in \_\_\_\_\_, and \_\_\_\_\_.

I believe in \_\_\_\_\_,

These are my values and I don't mind sharing them with you.

APPENDIX H  
Raw Test Scores

## Raw Test Scores

### Pre Test Scores

#### Experimental Group

60  
59  
58  
58  
56  
53  
52  
50  
48  
47

#### Control Group

67  
64  
60  
59  
59  
59  
57  
46  
\*  
\*

#### Raw Scores

67  
64  
60  
60  
59  
59  
59  
59  
58  
58  
57  
56  
53  
52  
50  
48  
47  
46

#### Rank

16  
15  
13.5  
13.5  
11.5  
11.5  
11.5  
11.5  
9.5  
9.5  
8  
7  
6  
5  
4  
3  
2  
1

#### Group

C  
C  
C  
E  
C  
C  
C  
E  
E  
E  
C  
E  
E  
E  
E  
E  
E  
C

Post Test Scores

Experimental Group

67  
65  
64  
63  
63  
62  
62  
54  
50  
45

Control Group

73  
68  
65  
62  
62  
59  
59  
58  
\*  
\*

Raw Scores

73  
68  
67  
65  
65  
64  
63  
63  
62  
62  
62  
62  
59  
59  
58  
54  
50  
45

Rank

16  
15  
14  
12.5  
12.5  
11  
9.5  
9.5  
7.5  
7.5  
7.5  
7.5  
5.5  
5.5  
4  
3  
2  
1

Group

C  
C  
E  
C  
E  
E  
E  
E  
E  
C  
C  
E  
E  
C  
C  
E  
E  
E



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