

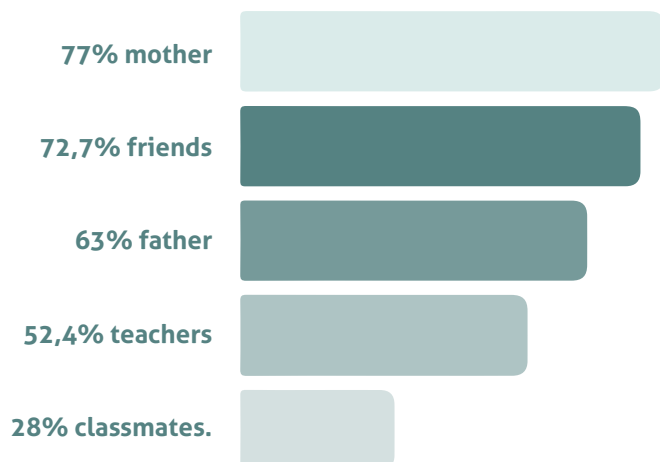


Music therapy and care strategies for the emotional well-being of educational communities.

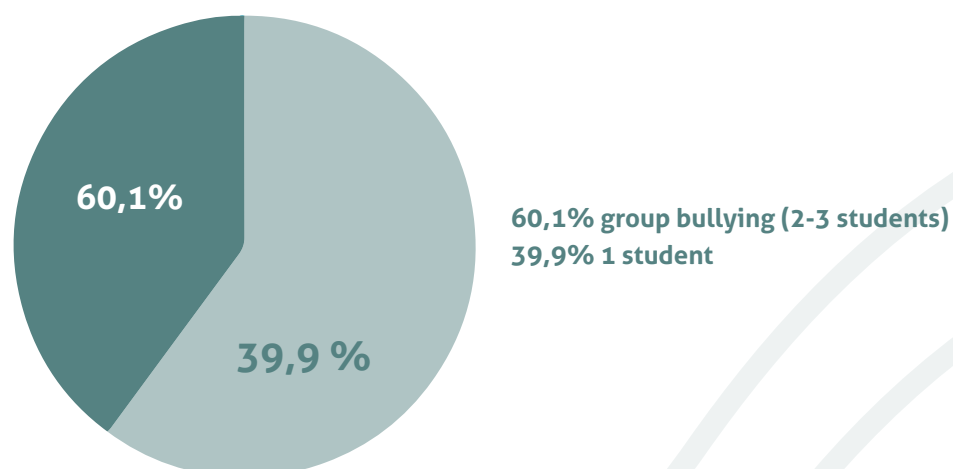
In Spain, many studies show that more than 38.9% of students who are victims of bullying haven't told anyone about it. On the other hand, those who have dared to do so recognize their teacher as the fourth most trusted person to tell, after their parents and friends.

While group bullying continues to be the most common form of bullying, the most effective way to reduce the risk is through preventive work during class time, training for teaching teams, and awareness and prevention activities (Fundación ANAR, 2024).

To whom have you told that you have been a victim of bullying



Prevalence of cases of aggression carried out by one or more people (pie chart like the one you propose)



Graphics by own autorship, based on evidence from Fundació ANAR, 2024

What's stated above isn't different in Catalunya, and therefore it presents us the challenge of contributing to the care of the educational communities of the Sarrià Sant Gervasi District through a preventive approach that goes beyond focusing on intervening before cases of bullying become

entrenched. In this regard, Escola Sensible (Sensitive School) seeks to strengthen group spaces in schools and the bond between students and their teachers in a proactive and effective way to create a safe and healthy learning environment through aesthetic-musical experiences.

1

What is Escola Sensible?

Escola Sensible is a preventive music therapy program specializing in group interventions in formal and informal educational settings. It was founded in 2023 under the auspices of the Catalan Institute of Psychology and Music Therapy and the University of Barcelona as a socio-educational intervention and research project. Our commitment to education motivates us to provide sustained, constant, and structural work aimed at building a culture of rights and healthy coexistence through aesthetic-musical experiences.

2

What do we offer?

Formative and music therapy spaces that contribute to transform educational relationships in favor of a positive and comprehensive school experience, promoting participation, listening, collaboration, and meaningful learning, based on a culture of rights.

3

Who can participate?

Students in 6th grade (primary school) and 1st grade (secondary school)*; administrators, teachers, and staff at educational centers in the Sarrià Sant Gervasi district.

*An additional space for intervention with families may also be considered.

WORK PLAN AND EXPECTED RESULTS

1 Diagnostical approach

Actions that will allow us to investigate the characteristics and needs of the educational center. Alongside the management team, we will identify key strategies that will contribute to the care of their community and that help to bring together work teams, students, and families.

2 Strategic plan

Design of the objectives that will guide the proposals for training and music therapy activities in the different areas of intervention. The methodologies for working with the groups, the implementation team, and a Gantt chart of the activities to be carried out will be defined.

3 Contingency plan

These will be actions that will enable responses to be made to any emergency situations such as suspension of classes due to force majeure, illness, disasters, etc. This will ensure the continuity of the program without any setbacks that affect the therapeutic and programmatic process.

4 Work program

Students in 6th grade (primary school) and/or 1st grade (secondary school) will be beneficiaries of 10 music therapy sessions during class time with their teacher. Meanwhile, the teaching staff and management team will be beneficiaries of four practical/conceptual training and advisory sessions on social-emotional work through aesthetic experiences. This will be achieved through the following music therapy methods:

- **Receptive methods:** musical relaxation, body music therapy, imagery, listening to songs, sound baths, and other artistic techniques (drawing, writing, painting, etc.).

- **Active and creative methods:** songwriting, musical improvisation, active listening, sound games, and other participatory methodologies.

- **Other methods:** therapeutic listening, bibliography, storytelling, conflict resolution tools, field notebook design, etc.

5 Evaluation

Qualitative:

a) Observation and phenomenological analysis based on the music therapist's own records;

b) Teacher and student field notebooks, where they will keep their own records that will be used to analyze the strategies carried out during the process and to provide general feedback to the group tutor on the most noteworthy observations.

Quantitative:

a) Emotional well-being test (EVEA3) (Sanz, 2001), at the beginning and end of the sessions.

b) Implementation of a satisfaction survey to evaluate the service. c) If necessary, a questionnaire on school violence (CUVE) and emotional regulation (ERQ-CA) will be administered before the start of the project and at the end.

Expected results

The central feature of music therapy in schools is that it takes place in a learning environment. Considering the importance of the pedagogical core, music therapy plays a fundamental role in observing how this occurs in the classroom and the different conditions that support it (Andreu 2025).

Its approaches enable aesthetic experiences that contribute to transforming educational bonds in favor of a positive and comprehensive school experience (Gauna, 2022), promoting spaces for participation, listening, collaboration, and meaningful learning, based on a culture of rights and an ethic of care.

WORK LINES INCLUDED IN THE PROGRAM

During the first or second quarter of the 2025/2026 academic year, the following will be carried out:

1

TRAINING FOR THE MANAGEMENT TEAM AND TEACHING STAFF

A group space that seeks to co-construct a perspective on the practice of care in schools and raise awareness, through aesthetic-musical experiences, of the role of caregivers (teachers, parents, and administrators) as guarantors of rights in their educational community. The training lasts 6 hours, divided into 4 sessions of 90 minutes.

2

MUSIC THERAPY PROJECT IN CLASS

Group space aimed at 6th grade (primary) and/or 1st grade (secondary) students and their tutor. The aim is to promote the bond between teacher and students and meaningful learning through musical and aesthetic experiences. The project lasts 15 hours, divided into 10 90-minute sessions.

3

3.- ADVICE ON CARE STRATEGIES FOR EDUCATIONAL CENTERS

Advice aimed at the management team, with the aim of accompanying and providing tools that strengthen decisions that lead to the improvement of a school culture based on healthy coexistence. The advising lasts 6 hours, divided into 4 sessions



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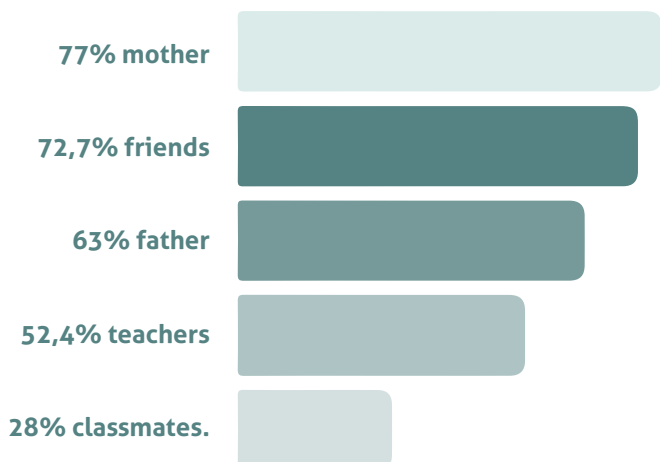


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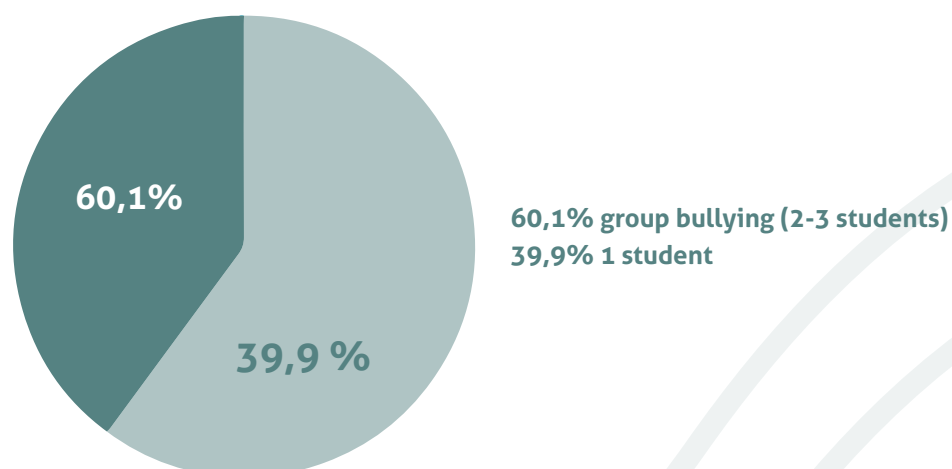
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