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Moments Of Meeting: The Impact Of "Being Known" On The Inclusion Of Individuals With Disabilities In Musical Contexts

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"Moments of meeting": the impact of "being known" on the inclusion of individuals with disabilities in musical contexts.

"Moments of meeting" can be described as moments of mutual recognition, as an encounter between two or more individuals, in which they experience being "seeing and known"¹. In short, a moment when we are recognized and valued by another person.

Throughout ten years of teaching music to individuals with disabilities, I have observed that relationships played a crucial role in inclusion. Moments of shared experiences in which students and teachers create things together, such as stories, compositions, improvisations, may provide meaningful participation and learning opportunities for all.

This relational perspective has been little explored in studies within music education². Therefore, in my doctoral research, I decided to examine the relational aspect focusing on moments of mutual recognition. I am interested in understanding how "moments of meeting" occur in inclusive musical settings. And how such moments may impact the inclusion, learning, and lived experiences of individuals with disabilities in those contexts.

¹ Schneider, D.A., & Keenan, E. (2015). From Being Known in the Classroom to "Moments of Meeting": What

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² Hourigan, R. (2014). Qualitative Research Examining Students with Exceptionalities in Music Education. In *The*

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