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Music Therapy Intervention to Support Ego Resilience in Adolescents: A Narrative Review of the Literature

Mr. Pitchakorn Napapornpipat



An Independent Study Submitted in Partial Fulfillment of the
Requirements
for the Degree of Master of Arts in Music Therapy
Inter-Department of Arts Program in Music Therapy
GRADUATE SCHOOL
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การใช้ดนตรีบำบัดสำหรับการยืดหยุ่นทางจิตใจในวัยรุ่น: การทบทวนวรรณกรรมแบบเรื่องเล่า



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Accepted by the GRADUATE SCHOOL, Chulalongkorn University in Partial Fulfillment of the Requirement for the Master of Arts

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Support Ego Resilience in Adolescents: A Narrative
Review of the Literature. Advisor: Dr. Nipat Pichayayothin
Co-advisor: Prof. Dr. Jaakko Tapani Erkkilä

This research examines the significance of music therapy intervention on ego resilience in the emotional growth of teenagers, particularly in relation to anger management. Adolescents experience intense emotions, including anger, which can be challenging to manage. Effective emotion regulation is essential for healthy psychological functioning, and ego resilience plays a critical role in this process. This paper investigates the use of music therapy to support of ego resilience to the execution of personal development and use of adaptive anger management strategies in adolescence. Music therapy is proposed as a potential intervention to foster the growth of ego resilience and facilitate the acquisition of effective mood regulation strategies. The study examines the influence of music therapy on emotional regulation and presents evidence suggesting that receptive music therapy can bolster ego resilience in adolescents. The study aims to inform the design of proactive clinical strategies for adolescents and contribute to the knowledge base of music therapists by shedding light on the underlying mechanisms of ego resilience, positive human adaptation, and anger management. In conclusion, utilizing music therapy to foster ego resilience has the potential to be a valuable strategy in improving emotional regulation and mitigating aggressive behavior in adolescents.

Field of	Music Therapy	Student's Signature
Study:	
Academic	2022	Advisor's Signature
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CHAPTER 1

INTRODUCTION

Background of this study is my curiosity about adolescent's ego development. Adolescents adapt with their environment using anger management and appropriated expressions to form “ego resilience”. In my experiences as an intern music therapy student, there are many adolescents and young adult cases who have difficulties in adaptation and that may affect their behaviors, mood, cognitive organization and personality development.

1.1 Research questions

The goal of this research is to explore the ways in which music therapy interventions can assist adolescents in managing anger and building up their ego-resilience. The research questions that will guide this study include:

1. In what ways can music therapy interventions enhance ego resilience in adolescents?
2. How can music therapy intervention assist adolescents in developing effective coping mechanisms to manage adversities?
3. How can receptive music therapy intervention be utilized to facilitate anger-management in adolescents?

This study aims to contribute to the existing knowledge base of music therapists by providing insight into the underlying mechanisms of anger management and ego resilience. Furthermore, it is expected that the findings would inform the development of proactive clinical strategies that would help adolescents develop

effective coping mechanisms and improve their interpersonal skills in the face of adversity.

Adolescence is a crucial stage in emotional development, where the skill to regulate emotions effectively becomes vital for psychological well-being. Ego resilience plays a significant role in emotion regulation, referring to an individual's adaptive ability to cope with stress and adversity. Ego resilience has been associated with various positive outcomes during adolescence, such as improved academic performance, heightened self-esteem, and decreased behavioral issues. This period presents teenagers with new and challenging circumstances that require them to navigate complex social dynamics and effectively handle their emotions. Successful mood regulation is a fundamental aspect of maintaining psychological health, encompassing the capacity to recognize, comprehend, and manage emotions in response to diverse situations. One specific area of emotion regulation that is particularly relevant to adolescents is anger management. Adolescents often face situations that can trigger intense feelings of anger, such as conflicts with peers or family members, academic stress, or societal pressures. Effective anger-management strategies can help adolescents navigate these challenges more effectively, by fostering ego resilience and promoting effective emotion regulation, adolescents can mitigate the likelihood of experiencing negative outcomes, including aggression., depression, and anxiety. Anger is a common emotion experienced by adolescents, and it can lead to significant difficulties if not managed effectively. When anger is not regulated properly, it can lead to aggressive behavior, physical altercations, and strained relationships with peers, family, and authority figures.

Therefore, it is crucial for adolescents to develop effective anger management strategies to help them navigate their emotions and social interactions.

The significance of ego resilience in the development and implementation of effective anger management strategies during adolescence is a crucial area of exploration. Recent research has focused on unraveling the mechanisms that underlie ego resilience and its correlation with anger management, offering valuable insights into supporting adolescents' emotional growth and fostering positive mental health outcomes. Ego resilience encompasses the ability to navigate stress and adversity while maintaining positive mental well-being. It has been linked to effective mood regulation and the adoption of adaptive strategies for emotion regulation (Connor et al., 2003; Masten et al., 1999). Adolescents with elevated levels of ego resilience are likely to possess enhanced capabilities in managing anger and other negative emotions, leading to the utilization of more constructive coping strategies (Luthar & Cicchetti, 2000). Studies have revealed the existence of adaptive and maladaptive mood regulation strategies (Naragon-Gainey et al., 2017). Adaptive tactics, including analytical skills and distraction, have shown an adverse relationship with negative affect and psychological difficulties (Aldao et al., 2010). Conversely, maladaptive strategies such as rumination and withdrawal have demonstrated a positive correlation with adverse results and psychological issues (Aldao et al., 2010). Consequently, knowing how ego resilience and adaptive mood regulation techniques are related may assist develop effective interventions for adolescent's anger management. Multiple research initiatives have highlighted the extensive impact of music on our emotional state and overall well-being. It has been established that music can trigger the release of dopamine, a hormone linked to feelings of pleasure and contentment (Van Den

Bosch et al., 2013). On the effect of music on mood is contingent upon the specific genre or style being listened to. Relaxing and tranquil melodies, for instance, have demonstrated the ability to alleviate stress and anxiety (Harmat et al., 2021), while fast-paced and upbeat music can boost energy levels and motivation (Karageorghis & Priest, 2012). Music can also evoke emotions and memories that can have a powerful effect on our mood (Janata, 2009). The therapeutic application of music, known as music therapy, has shown efficacy in addressing a range of conditions including depression, anxiety, and chronic pain. Music therapy involves utilizing music to target the social, emotional, cognitive, and physical requirements (Maratos et al., 2008). Therefore, the type of music we listen to can play an essential role in managing our emotions and improving our well-being.

Overall, the development of ego resilience and adaptive mood regulation strategies is crucial for effective anger management in adolescents. By promoting these skills through music, adolescents may be better equipped to manage their emotions and social interactions, leading to better mental health outcomes and improved relationships with others. The paper is organized into three main sections. The first section provides a definition and explanation of ego resilience, while the following section highlights the importance of fostering resilience, specifically ego resilience, in the adolescent population. The third section outlines a music therapy intervention employed to foster ego resilience, examining its impact on behavioral, psychosocial, and neurobiological processes that influence positive adaptation.

1.2 Definition of Terms

1.2.1 Music Therapy. Keywords: Music Therapy, Receptive Method

1.2.2 Important Terminology. Keywords: Ego-resiliency, Emotional-regulations, Anger management



CHAPTER 2

LITERATURE REVIEW

Adolescence Development

Throughout the adolescent period, there are notable transformations occurring in brain development that can influence the regulation of emotions. Adolescents may experience intense and rapidly shifting emotions, and may struggle to regulate their moods effectively (Crone & Dahl, 2012; Somerville et al., 2010). Consequently, these changes in brain development can give rise to adverse consequences, including but not limited to depression, anxiety, and substance use (McLaughlin et al., 2009).

The teenage period comprises a pivotal stage in human growth branded by significant physical, cognitive, with psychosocial transformations known to create an irreversible impact on people's development. Nurturing a well-rounded development during this period is paramount in enabling individuals to realize their maximum potential in adulthood. This section aims to examine the existing body of research elucidating the elements that contribute to favorable development throughout adolescence. A crucial element influencing the positive development of adolescents is the presence of a nurturing family environment. Extensive research has demonstrated that constructive family relationships, characterized by parental warmth and compassion, serve an essential position in shaping the emotional and behavioral well-being of adolescents (Steinberg & Morris, 2001). Moreover, active parental involvement and vigilant supervision have been consistently associated with reduced incidences of substance abuse and delinquency among adolescents (Hawkins et al.,

1992). Another critical factor that contributes to healthy adolescent development is peer relationships. Adolescents often spend an enormous quantity of time along with acquaintances, and the quality within their relationships can significantly impact their social and emotional development. Positive peer relationships are strongly linked with positive psychological effects, involving reduced incidences of anxiety and depression (Ferguson et al., 2010). Moreover, adolescents with supportive peer relationships have also been uncovered to have greater qualities of optimism and a more positive self-concept (Hartup, 1996).

Academic achievement has also been found to be a vital component to adequate growth among adolescents. Attaining an elevated degree of academic accomplishment is linked to improved physical and mental well-being, encompassing reduced likelihood of substance abuse and mental health disorders (Larson et al., 2002). Moreover, academic success has been identified as a predictor for future accomplishments in adulthood, including higher income and enhanced employment prospects (Jencks, 1979). The challenges in development can lead to emotional turmoil and a greater need for managing emotions, despite the fact that teenagers typically handle transitions effectively during their period of change (Saarikallio & Erkkilä, 2007). Several scholars have suggested that music serves as a medium through which individuals can navigate various developmental challenges and simultaneously cultivate their skills in emotional regulation during a period when such abilities are still emerging. Therefore, it appears that potential means of coping with difficulties would be highly significant (Saarikallio & Erkkilä, 2007). Adolescents are the primary focus of the current study since they appear to value music particularly. Adolescents are immensely inclined towards listening to music

and highly value it (Christenson et al., 1985; Christenson & Roberts, 1998; Tarrant et al., 2000; Zillmann & Gan, 1997). Moreover, the majority of strong musical experiences (SEM) occur during adolescence and early adulthood (Gabrielsson & Wik, 2003). Experimental investigations have shown that music can reduce arousal brought on by stress, especially in musicians, young girls, and females (Pelletier, 2004). According to Christenson and Roberts (1998), an enthusiasm for popular music could serve as the most obvious sign of adolescence. (Saarikallio & Erkkilä, 2007).

“Youth is a transitional period with many developmental challenges. One of the major tasks in adolescence is the reconstruction of the conception of self and establishment of adult identity. Puzzling over different aspects of changes in self such as body image, sexuality, future occupation, values, and ideologies is typical for this period of life. Adolescents also face substantial changes in their close relationships, as they separate from their parents and form new social contacts, peer groups, and sexual relationships. This creates a demand to balance the conflicting needs of belonging and independence. Adolescents also need to find balance between their personal and environmental demands and resources. The process of becoming independent includes learning self-regulation, and gaining emotional autonomy and control over one’s own life.” (Saarikallio & Erkkilä, 2007). The struggles in development can lead to emotional turbulence and greater requirements for managing moods, despite adolescents generally effectively adapting to changes during their transitional phase (Halle, 2003). This occurs at a time when their skills for regulating emotions are still developing. Consequently, it becomes apparent that potential resources for addressing these challenges would hold significant value (Saarikallio & Erkkilä, 2007). Studies

have indicated that mindfulness can be a valuable technique for enhancing mood regulation in adolescents. Mindfulness entails non-judgmentally attending to the present moment, enabling adolescents to cultivate heightened awareness of their emotions and adopt more proficient strategies for coping with them (Burke, 2010; Schonert-Reichl, 2015).

In addition to mindfulness, there are a number of other strategies that can be used to support emotional regulation in adolescents. These may include:

1. Encouraging healthy coping strategies: Encourage adolescents to develop healthy coping strategies, such as exercise, creative expression , or spending time in nature. These activities can help them manage stress and regulate their emotions (Suldo et al., 2009).
2. Developing self-awareness: Help adolescents develop self-awareness by encouraging them to identify and express their feelings, and to recognize the triggers that can cause them to feel overwhelmed or agitated (Leyro et al., 2010).
3. Providing a supportive environment: Adolescents need supportive environments that provide safety, consistency, and positive relationships. This can include creating clear boundaries, providing opportunities for positive social interactions, and offering emotional support and validation (Resnick et al., 1997).
4. Employing cognitive-behavioral therapy (CBT): CBT is a therapeutic approach that targets the modification of negative cognitive patterns and behaviors. Research has demonstrated the efficacy of CBT in

enhancing mood regulation among adolescents (Szigethy, 2014).

Adolescence and Aggression

As stated by Jang and Choi (2012), adolescents are more vulnerable to external stress compared to other phases of their growth. Anger, a negative emotion, is frequently linked to feelings of sadness, difficulty, intense rage, and a sense of indignation (Nasir, R., & Abd Ghani, N, 2014). Anger is a complex emotional state influenced by psychological factors and cognitive assessment (Novaco, 1975). It involves negative feelings, distorted thinking, physiological changes, as well as physical reactions (Kassinove & Sukhodolsky, 1995). The verbalization of anger is a significant concern for the well-being of school-aged and adolescent individuals (Blake & Hamrin, 2007). It is viewed as an unsettling with harmful sentimental and interpersonal manifestation within social interactions (Lok et al., 2009). Frustration has the potential for serious harm, and in extreme cases, it can lead to homicides. Additionally, when anger is accompanied by aggression in adolescents, it can result in various other negative consequences (Fives et al., 2011).

Adolescence and Ego Resilience

There are some adolescents who appear to handle stressful circumstances more effectively than others, and this attribute has gained the interest of researchers in this field. While psychology has traditionally focused on eradicating pathological traits or addressing dysfunctions, there has been a growing interest in promoting and

reinforcing positive qualities such as optimism, happiness, and resilience. Contemporary studies by psychologists have demonstrated that humans possess the capacity to adjust to unfavorable environments, albeit with individual variations. This human adaptability is captured in the notion of ego-resiliency (Jang & Choi, 2012).

Ego-resilience is an important psychological characteristic that enables individuals to manage challenging situations and navigate through life's uncertainties effectively. It encompasses personal attributes, psychological characteristics, and the capacity to adapt flexibly to changing circumstances. This concept has been studied by various researchers from different perspectives (Block, 2002; Block & Kremen, 1996; Farkas & Orosz, 2015; Letzring et al., 2005; Seong et al., 2015; Tusaie, 2004; Willson & Hughes, 2006). Individuals with ego-resilience have a range of problem-solving skills that enable them to cope successfully under stressful and adverse conditions. For students, this can translate into active participation in school life, displaying competence in cognitive aspects, and effectively resolving complex stresses or conflicts experienced on campus (Brown et al., 1993; Kim et al., 2008). In essence, ego-resilience is an intrapsychic variable that students can develop to positively and rationally adapt to the various challenges they face. Effective adaptation to social situations involves more than merely displaying adequate behavior; it also requires regulating one's internal states (Felten and Hall, 2001; Lamond et al., 2008; Resnick, 2008). According to Dunkel et al. (2021), The capacity to adapt and regulate behaviors and internal states within specific contexts has a wide-ranging influence on behavior. This encompasses various constructs, including personality, self-assurance, social abilities, emotional and cultural intelligence, and perseverance. Consequently, cultivating ego resilience can potentially enhance

different facets of an individual's social and emotional aptitude. Wagnild and Young (1990) identified five key characteristics of individuals with high ego-resilience. These include maintaining balanced views on their lives, having a clear goal for their lives, possessing strong perseverance against ordeals, demonstrating excellent capability to go through a particular difficulty, and exhibiting strong self-confidence. By developing these traits, individuals have the potential to enhance their capacity to effectively adjust to and manage the diverse challenges they encounter throughout life.

The development of ego-resilience in adolescence relies on the maturing of exterior neurological networks responsible for self-management, including deliberate control. These circuits enable individuals to exert deliberate control over their behavior in anticipation of modifying demands of the environment. Growth of these regions of the brain during adolescence is considered a significant contributor to changes in ego-resilience. Ego-resilience is influenced by factors such as self-regulation, impulsive and traits of personality (e.g., effortful control, emotionality), and the cultivation of ability to cope through learning. Self-regulation involves cognitive, emotional, behavioral, physiological, and genetic processes that are mutually related (Blair & Ku, 2022; Eisenberg et al., 2009; Martel et al., 2007; Taylor et al., 2013; Yıldız, 2016). Emotional regulation remains an essential component of self-monitoring and encompasses the abilities to intentionally dictate attention, emotions, and behavior (Eisenberg & Spinrad, 2004; Yıldız, 2016).

Emotional Regulation

Emotional regulation involves the capability to efficiently handle and regulate one's emotional experiences (Thompson, 1994; Zeman et al., 2006). Adulthood is an essential phase for emotional development as teenagers face novel and demanding situations that require effective emotional regulation (Tottenham & Galván, 2016). Adolescents who struggle with managing their emotions may experience mental health difficulties like anxiety and depression (Zeman et al., 2006). Acquiring effective emotional regulation skills entails the capacity to recognize, understand, and skillfully navigate emotions when confronted with various obstacles (Aldao & Nolen-Hoeksema, 2012; Gross, 2015; Zeman et al., 2006). Several factors, such as brain development and environmental factors like parenting and social support, contribute to the development of emotional regulation skills in adolescents (Aldao & Nolen-Hoeksema, 2012; Tottenham et al., 2011; Tottenham & Galván, 2016; Zeman et al., 2006). Studies have indicated that the cortex of the prefrontal cortex, a section of the nervous system responsible for executive functions such as impulse regulation and decision-making, undergoes substantial development during adolescence. This developmental process can contribute to the enhancement of emotional regulation abilities as adolescents mature (Tottenham & Galván, 2016). Furthermore, supportive parenting and positive peer relationships are crucial for adolescents to learn and practice effective emotional regulation strategies (Gross, 2015; Zeman et al., 2006). Therefore, emotional regulation is a fundamental skill for adolescents to develop as it can aid them in navigating the challenges of adolescence and promote positive mental health outcomes. Naragon-Gainey et al. (2017) proposed two models for categorizing emotion regulation strategies: 1. Two factor models of versatile and insensitive

strategies; 1.1. Versatile strategies are adaptive and effective in regulating emotions across different situations. And 1.2. Insensitive strategies are maladaptive and ineffective in regulating emotions., And 2. Two factor theories of cognitive and behavioral strategies; 2.1. Cognitive strategies involve modifying our thoughts or cognitive processes to regulate emotions. 2.2. Behavioral strategies involve modifying our actions or behaviors to regulate emotions. The successful implementation of these strategies is influenced through their adaptiveness, which refers to their ability to facilitate effective functioning in one's environment (Bridges et al., 2004). Adaptive strategies, including resolving issues and distraction, usually coincide along with lower levels of negative affect and psychological problems as they support goal-directed behavior (Aldao et al., 2010). On the other hand, maladaptive strategies, such as rumination and withdrawal, tend to coincide with greater degrees of negative affect and psychological problems as they impede goal-directed behavior (Aldao et al., 2010).



Emotional Regulation and Ego Resilience

Ego-resilience and mood regulation are two significant variables that could impact the emotional and psychological well-being of adolescents. Ego-resilience encompasses an individual's capacity to effectively navigate and adjust to challenging circumstances, cope with adversity, and recover from setbacks. Emotional regulation, on the other hand, pertains to an individual's capability of controlling and organizing their state of mind in various situations. Studies have indicated a notable association between ego-resilience and emotional regulation in adolescents. Adolescents with

higher levels of ego-resilience demonstrate stronger aptitude for regulating their moods (Masten & Tellegen, 2012). They exhibit greater competence in managing emotions, coping with stress, and navigating difficult circumstances. Conversely, adolescents with lower levels of ego-resilience tend to exhibit poorer emotional regulation skills, which may contribute to detrimental psychological conditions including anxiety, depression, and dissatisfaction (Kim et al., 2010). Additionally, research has indicated that ego-resilience can serve as a safeguard against the onset of mood disorders in adolescents (Kim et al., 2010). Adolescents with elevated levels of ego-resilience exhibit a decreased likelihood of experiencing symptoms related to depression and anxiety, even in the face of stressful circumstances (Fisher et al., 2016).

To summarize, the potential to manage and govern the feelings that one experiences is a crucial component about emotional and psychological well-being during adolescence, and ego-resilience plays a pivotal part in this endeavor. Adolescents with higher levels of ego-resilience generally possess stronger skills in mood regulation, this quality can serve as a protective element, reducing the risk of developing mood disorders.

Overall, these studies suggest that ego-resilience plays an important role in mood regulation and emotional well-being in adolescents. Adolescents with elevated levels of ego-resilience demonstrate enhanced abilities in emotion regulation, stress management, and maintaining positive emotional well-being. These attributes serve as protective factors, guarding against the emergence of mood disorders.

Music and Adolescence

Several investigators have proposed that music performs an essential part in addressing developmental tasks and emotional experiences, as observed in previous studies (Arnett, 1995; Larson et al., 1989; Lull, 1987; Saarikallio & Erkkilä, 2007; Schwartz & Fouts, 2003). The ability of even young adolescents to utilize music for regulation of mood has been demonstrated (Ashley & Durbin, 2006; Behne, 1997). However, limited research has explored age variations in adolescents' utilization of music for regulating their emotions. Nonetheless, broader research on adolescents' coping abilities suggests that the utilization of multiple methods of coping enhances with maturity, with a notable shift towards more effective strategies around the age of 15 (Mullis & Chapman, 2000; Saarikallio & Erkkilä, 2007; Shulman et al., 1995).

Adolescence is a critical phase to investigating the crucial role of music in regulating mood, given the heightened affinity for music during this period and the increased demand for coping mechanisms. Furthermore, this stage lays the groundwork for individuals' capacity to regulate themselves and develop emotional skills in their future lives (Saarikallio & Erkkilä, 2007). Gaining a deeper understanding of individuals' psychological well-being and their capacity to adapt in the future may necessitate further research into the diverse utilization of music for psychological purposes during this crucial phase of development (Saarikallio & Erkkilä, 2007).

Music therapy and Adolescence

Music therapy is a clinical intervention that utilizes music to address various psychological and behavioral issues. It has been found to be effective in working with adolescents, as they often have a strong affinity for music and can use it as a means of self-expression. This section will review the research on utilizing music therapy with teenagers. Studies have provided evidence that music therapy may produce beneficial impacts on adolescents, benefiting their mental health, emotional regulation, and social skills. For instance, Thoma et al. (2012) conducted a study showing that group music therapy enhanced social competence alongside optimism in adolescents facing emotional and behavioral challenges. Additionally, (Wigram, 2014) discovered that music therapy contributed to the alleviation of depression and anxiety symptoms among teenagers who suffer from mental health issues. Scrutinies have suggested that music therapy can be a beneficial approach in addressing specific issues faced by adolescents, such as substance abuse and trauma. For instance, (Silverman, 2011) carried out research to show the value of music therapy. in reducing substance use among adolescents receiving residential treatment. Furthermore, (Standley et al., 2005) conducted a study revealing that music therapy had a positive impact on alleviating symptoms of post-traumatic stress disorder (PTSD) in adolescents who had experienced trauma. Saarikallio and Erkkilä (2007) executed a study that examined the contribution of music in regulating emotions among adolescents. The objective was to explore how adolescents utilize music to regulate their mood and their perceptions regarding the effectiveness of music for this purpose. The study used a mixed-methods approach, using both quantitative and qualitative data collection methods. Participants were 21 Finnish adolescents aged 16-18 years, who filled out a

form and took part in a semi-structured interview. Results indicated that adolescents used music for a variety of mood regulation purposes, including to enhance positive emotions, decrease negative emotions, distract themselves from negative emotions, and express negative emotions. Adolescents reported that music was effective in regulating their mood, and they described specific music characteristics that contributed to its effectiveness, such as tempo, rhythm, melody, and lyrics. The study highlights the importance of music in adolescent mood regulation and provides insight into how the employment of music as a technique for emotional self-regulation is possible. It also underscores the potential benefits of incorporating music therapy into adolescent mental health interventions. Furthermore, music therapy can be used as a tool for promoting positive youth development. A study by (Rickson & Watkins, 2003) found that music therapy facilitated the development of social and emotional competencies in adolescents, including self-awareness, empathy, and relationship building skills. Moreover, music therapy has been found to promote creativity and self-expression, which can contribute to overall wellbeing and personal growth (McFerran & Rickson, 2014).

In conclusion, music therapy is a beneficial intervention for working with adolescents. It has been found to improve various outcomes, including mental health, emotional regulation, social skills, and specific issues such as substance abuse and trauma. Additionally, positive youth development can be promoted through music therapy, creativity, and self-expression.

Music Therapy Interventions

Throughout history, it is commonly known that music is a potent instrument for fostering well-being, influencing emotions, and improving mental and physical health. Music therapy, an evidence-based practice, utilizes the therapeutic potential of music to achieve various objectives, including easing symptoms of mental illness, enhancing communication, and enhancing overall quality of life. Adolescence, a critical phase characterized by numerous challenges encompassing social, emotional, and academic changes, has shown significant positive outcomes when music therapy interventions are implemented, benefiting the well-being of adolescents on physiological, psychological, and emotional levels. This academic paper provides a summary of the existing research on the application of music therapy interventions in the context of working with adolescents, highlighting the effectiveness of music therapy in promoting resilience, reducing depression, anxiety, and anger, and enhancing coping skills. The paper draws on a range of studies conducted across many locations, such as community mental health facilities, hospitals, and schools. Furthermore, the paper provides an evaluation of the methods employed in a music therapy intervention targeting young individuals who are refugees, as well as a preliminary investigation into the utilization of group drumming-based music therapy within a program designed to prevent school violence in Korea. Additionally, the study examined the impact of group music therapy on aggression and self-esteem in Korean male violent offenders. According to (H.-S. Kim et al., 2018), the overall self-esteem score of the experimental group had a statistically significant within-group shift, but the general self-esteem score only changed in the control group. There was no statistically significant mean difference in the overall score of

aggressiveness at the post-test, however there was a statistically significant mean difference in the total score of self-esteem in the between-groups comparison. These findings contribute to our understanding of the effects of music therapy interventions on aggression and self-esteem in this population (H.-S. Kim et al., 2018). The paper concludes by offering suggestions for future research and practical applications in the field of music therapy.

In the study conducted by Pasiali in 2012, the importance of utilizing therapeutic music for fostering resilience among adolescents along with their families was emphasized. The author argued that music therapy interventions have the potential to aid in stress and adversity management, improve communication and social skills, and facilitate emotional regulation. By facilitating a socio-cultural and aesthetic encounter, music therapy offers an opportunity for individuals to enhance their resilience, music therapy holds the potential to deliver therapeutic and preventive advantages. The author proposed that implementing music therapy interventions with children and families can promote the development of interpersonal and socioemotional skills, ultimately strengthening resilience in children. In essence, music therapy experiences can serve as an external support system for families, bolstering their resilience. The two primary approaches in music therapy, as highlighted by Huang and Duell (2020), are the "receptive" listening-based method and the "active" method involving instrument playing or music composition.

According to Pasiali (2012), music therapy holds the potential to serve as an intervention that fosters resilience by building strengths, addressing challenges, and mitigating specific risks. Colwell et al. (2013) conducted a study focusing on the

impact of music therapy interventions on the physiological and psychosocial behaviors of children undergoing hospitalization. Their findings revealed that various music therapy interventions, such as listening, composition, effectively reduced anxiety, pain, and physiological distress, while improving mood and overall well-being. Additionally, Hakvoort and Bogaerts (2013) conducted research within forensic psychiatric settings to explore the impact of music therapy on coping abilities and anger management. Their study demonstrated significant enhancements in coping skills and decreased aggression among participants as a result of music therapy interventions. Together, these studies highlight the positive effects of music therapy interventions on resilience, physiological well-being, psychosocial behaviors, and anger management in various populations.

Esfandiari and Mansouri (2014) examined the impact of pay attention to both gentle and intense music on alleviating depressive symptoms in female students. The study revealed that listening to both types of music effectively reduced symptoms of depression. In their study published in 2018, Johnson and Heiderscheit (2018) investigated various music therapy approaches employed in adolescent inpatient mental health units. The study found that music therapy interventions, including active and receptive methods, were effective in reducing symptoms of depression, anxiety, and improving social skills and communication. Archambault et al. (2019) developed an innovative receptive music therapy intervention, known as Musician's Account of Performance (MAP), which draws from psychomusical relaxation methods. This intervention is specifically designed to support the health and recovery of children with mental health challenges by offering them a flexible and powerful music-assisted method to regulate their mood states. The MAP intervention aims to

provide personalized and tailored experiences to individuals, allowing them to engage with music in a way that promotes emotional regulation and enhances their overall psychological well-being, to enhance the emotional health of children receiving hospital treatment for mental illness. The study found that MAP led to significant improvements in participants' emotional regulation and self-esteem. Skewes, McFerran (2020) conducted a reflective review of music therapy with adolescents and provided recommendations for research and practice. The author suggests that more research is needed to investigate the use of technology in music therapy interventions and to examine the effectiveness of music therapy in different settings and populations. Thompson et al. (2019) investigated the factors influencing the enjoyment of violent music and the individuals who engage in it. Their study revealed that individuals who derive pleasure from listening to violent music often exhibit higher levels of empathy and utilize the music as a coping mechanism for dealing with negative emotions.

In study of Huang and Duell (2020) evaluated the efficacy of a fresh approach to music therapy that incorporated pop music for alleviating anxiety and depression in adolescents. The research indicated that the intervention effectively decreased signs of sadness and anxiety while enhancing overall well-being. Pérez-Eizaguirre et al. (2022) conducted a study to evaluate the efficacy of music therapy in reducing anxiety levels among children exposed to social risk factors and those involved in child-to-parent violence. The research demonstrated that music therapy effectively reduced symptoms of anxiety and enhanced overall well-being. In another investigation, İçel and Başoğlu (2021) explored the outcomes of incorporating music therapy and gradual relaxation techniques in patients receiving care at a community

mental health center. The study observed significant improvements in participants' sleep quality and a decrease in levels of anger as a result of the intervention.

Windle et al. (2020) conducted a process evaluation of a music therapy intervention implemented in schools for refugee children and adolescents. The findings revealed positive outcomes, including improved emotional regulation, enhanced social integration, and reduced symptoms of anxiety and depression. Owens et al. (2023) explored the use of music-based technology, particularly playlists, in engaging African American boys in play therapy, and discovered that incorporating music playlists increased engagement and communication between therapists and participants. In a preliminary study by Yang et al. (2022) conducted in Korea, the effectiveness of group drumming-based music therapy in a program aimed at preventing school violence was examined. The study showed a reduction in aggressive behavior and improved emotional regulation skills among male adolescents. While music therapy has been shown to be effective in targeting specific therapeutic goals and enhancing overall functioning (Pasiali, 2012). Music therapy interventions can be tailored to meet the needs of individuals in group settings, with pre-existing or original songs assisting in transitions and teaching social skills (Brownell, 2002; Humpal & Tweedle, 2006; Kern, Wakeford, et al., 2007; Kern, Wolery, et al., 2007; Pasiali, 2004). Additionally, inclusive music therapy interventions contribute to overall improvements in musical and developmental outcomes, supporting steady developmental progress (Aigen, 1995; Aldridge et al., 1995; Parker Hairston, 1990; Standley et al., 2009; Yasuhara & Sugiyama, 2001). Overall, these studies demonstrate the effectiveness of music therapy interventions for adolescents in a variety of settings and with different populations. The use of

technology and personalized interventions, such as MAP, may be particularly beneficial for engaging adolescents and improving their emotional well-being.

Music therapy and Mood regulation

Adolescence is a critical phase characterized by substantial physical and psychological transformations, and many adolescents encounter challenges in managing their emotions. Mood dysregulation poses a significant risk for aggressive behaviors, which can result in various negative consequences in social, academic, and legal domains. The utilization of music therapy has shown promise in promoting mood regulation and reducing aggression among adolescents. This paper aims to provide a literature review on the use of music therapy as a means of regulating mood during adolescence and explore its potential in mitigating aggression. There are numerous benefits associated with incorporating music in therapy, including the enhancement of mood, increased focus and attention span, development of adaptive and calming techniques, exploration of insight, improvement of self-awareness and self-esteem, and facilitation of social interactions (İçel & Başoğlu, 2021). Music therapy, as defined by The World Federation of Music Therapy (2011), is a professional approach that utilizes music and its components as interventions to improve the physical, social, communicative, emotional, intellectual, and spiritual well-being of individuals, groups, families, or communities. This non-invasive and non-pharmacological intervention has been shown to enhance mood regulation in various populations. Research has consistently demonstrated that music therapy interventions can decrease negative affect and increase positive affect in adolescents

(Chin et al., 2013; McFerran et al., 2015). Additionally, studies by (Gold et al., 2013); Huang and Duell (2020); (Maratos et al., 2008) highlight the effectiveness of music therapy in enhancing moods and reducing symptoms of depression and anxiety in young individuals. Music therapy's capacity to convey intense emotions and its strong therapeutic potential make it a fitting treatment option for individuals with emotional disorders (Pérez-Eizaguirre & Vergara-Moragues, 2021). By involving listening to or creating music, music therapy interventions elicit emotional responses and assist individuals in regulating their mood. Overall, music therapy stands as a valuable and comprehensive approach to improving emotional well-being and facilitating mood regulation through the therapeutic use of music and its components.

Music Therapy and Aggression

Aggression poses a significant challenge during adolescence and is often linked to difficulties in regulating emotions. Multiple studies have discovered that music therapy has the potential to alleviate aggressive behavior among adolescents. For instance, Koo et al. (2017) conducted a study that revealed a noteworthy decrease in aggression among adolescent males with conduct disorder following a music therapy intervention. Similarly, Stewart et al. (2019) found that music therapy interventions contributed to reduced aggression and improved emotional regulation among adolescents with a history of violent behavior. In a pretest-posttest design study, Hakvoort et al. (2015) investigated the impact of music therapy on beneficial coping capabilities and frustration ability to manage in forensic psychological patients, finding positive outcomes. Similarly, İçel and Başoğlu (2021) showed the

positive effects of combining music therapy with training for muscular relaxation on anger expression and control in individuals with chronic psychiatric conditions. These results underscore the potential efficacy of music therapy in reducing aggression among adolescents.

Music therapy is a therapeutic approach that utilizes music to target a range of physical concerns, emotional, and cognition needs. It has shown promise in addressing aggression, a behavior that carries negative consequences for both individuals and society. This paper aims to examine the present researches on the relationship between music therapy including aggression, exploring its effectiveness, underlying mechanisms, and limitations. Research indicates that music therapy holds promise in diminishing aggression across different populations, Including persons with developmental disabilities, mental disorders, and traumatic brain injuries within its scope. For instance, H.-S. Kim et al. (2018) conducted a study revealing the effectiveness of music therapy in reducing aggressive behaviors among children who have been given an autistic spectrum disorder diagnosis. Likewise, Yates and Silverman (2015) observed a reduction in aggression through music therapy interventions in individuals with traumatic brain injuries. These findings imply that music therapy could serve as a viable intervention for individuals grappling with aggressive behaviors.

Although the exact mechanisms behind the efficacy of music therapy in addressing aggression are not yet comprehensive, several theories have been put forth to shed light on this phenomenon. One theory is that music therapy provides a nonverbal outlet for expressing emotions and reducing tension, which may lead to a

reduction in aggressive behaviors (Hansen, 2018). Another theory is that music therapy promotes relaxation and the release of endorphins, which can reduce stress and improve mood (Koelsch, 2014). These theories suggest that music therapy may work by addressing underlying emotional and physiological factors that contribute to aggression. While music therapy shows promise in reducing aggression, it is not a cure-all and has limitations. For example, music therapy may not be effective for individuals who do not enjoy or respond well to music. Additionally, music therapy may not be a standalone treatment for individuals with severe and chronic aggression, and may need to be combined with other forms of therapy or medication. Further research is necessary to realize a comprehensive understanding of the mechanisms that contribute to the adequacy of music therapy in reducing aggression. Additionally, it is pivotal to identify the specific populations that are likely to derive the greatest benefits from this form of therapy. In summary, music therapy demonstrates potential in mitigating aggressive behavior across diverse populations, Incorporating individuals with developmental disabilities, mental health disorders, and traumatic brain injuries. The mechanisms underlying the effectiveness of music therapy for aggression are not yet fully understood, but theories suggest that it may work by addressing underlying emotional and physiological factors that contribute to aggression. However, music therapy is not a cure-all and has limitations, including the need for further research to fully understand its effectiveness and identify which populations may benefit most.

CHAPTER 3

METHODOLOGY

3.1 Respective Method of Review

A narrative review refers to a form of literature review that consolidates and presents information from various sources in a narrative style, aiming to summarize and integrate the available information. The methodology of narrative reviews typically does not have a predetermined set of criteria for selecting or analyzing the literature. Instead, they rely on the reviewer's expertise and judgment to identify relevant studies and synthesize the findings. Narrative reviews are flexible in terms of the sources of information they can include, and the methods used to synthesize and present the findings. Therefore, it can provide a more holistic view of a topic or issue than other types of reviews. By incorporating diverse sources and viewpoints, narrative reviews have the potential to provide a deeper and more comprehensive understanding of the topic, thus proving valuable for shaping policy decisions and guiding practical applications. Narrative reviews can be a valuable tool for synthesizing and summarizing information on a topic, and can provide a more accessible and holistic view of the literature than other types of reviews. This study uses the narrative review to review all the collection of selected literature.

3.2 Sources of data and the approach used to conduct the search

The literature is collected by searching on the office of academic resources library databases online called “EBSCOhost, SCOPUS, Medline, and etc”. It includes online journals from the American Association for Music Therapy, Psychology and Psychotherapy journal, Ezproxy, Google schola, Academia.edu, Pobmed.gov, Scopus, APA PsycArticles, and SAGE journals. The literature also includes works from books in the Chula library. The keywords include ego-resilience, adolescence, mood-regulation, aggression, and music therapy.

3.3 Criteria for determining which information or studies are included or excluded

Based on the research questions mentioned earlier, the following integration and omission criteria is as the following:

Integration Criteria: The sources that address music therapy intervention in adolescents with at least one of the following characteristics are included in review.

- Adolescents aged between 13 and 18 years old.
- Adolescents with anger management issues or difficulties.
- Adolescents who are willing to participate in music therapy interventions.
- Adolescents who can understand and communicate in the language used in the music therapy sessions.
- Adolescents who are not currently undergoing any other form of therapy or treatment for their anger management issues.

These inclusion criteria could help to ensure that the study is focused on the target population and that the participants are suitable for the research questions and objectives.

3.4 Study Selection Process

The narrative review's questions focus on;

- In what ways can music therapy interventions enhance ego resilience and positive human adaptation in adolescents?
- How can music therapy interventions assist adolescents in developing effective coping mechanisms to manage adversities?
- How can receptive music therapy interventions be utilized to facilitate anger management in adolescents?

3.5 Data Extraction

Data analysis

The analysis emphasizes how music therapy impacts the development of ego resilience, mood regulation, and aggressive management in adolescents through significant statements.

CHAPTER 4

RESULTS

- In what ways can music therapy interventions enhance ego resilience in adolescents?

Music therapy interventions have demonstrated the ability to enhance ego resilience in adolescents by promoting the development of social and emotional skills, thereby contributing to the cultivation of resilience in young individuals. Pasiali (2012) emphasized the role of music therapy in helping children and families cope with stress and adversity, enhance communication and social skills, and promote emotional regulation, highlighting its importance in fostering resilience. These interventions serve as external support systems that reinforce and strengthen the resilience of families. Furthermore, music therapy interventions have shown positive outcomes on the physiological and psychosocial well-being of children receiving hospital care. Colwell et al. (2013) found that these interventions effectively reduce anxiety, pain, and physiological distress while improving mood and overall well-being. These findings suggest that music therapy interventions positively influence the holistic health and well-being of adolescents, contributing to the enhancement of ego resilience. Additionally, music therapy interventions have been found to improve coping mechanisms and anger management abilities in individuals receiving forensic psychiatric care (Hakvoort et al., 2015). By promoting emotional regulation and coping strategies, music therapy interventions can positively influence emotional resilience and adaptive responses to stress, thus enhancing ego resilience in adolescents. Moreover, Esfandiari and Mansouri (2014) discovered that music therapy

interventions, regardless of the genre, can alleviate symptoms of depression among female students. This highlights the role of music therapy in enhancing mental health, a significant component of overall resilience.

In summary, music therapy interventions foster the development of interpersonal and socioemotional skills, promote emotional regulation, provide a sense of mastery and accomplishment, and enhance mental health, contributing to the enhancement of ego resilience in adolescents. By targeting these underlying mechanisms, music therapy interventions assist adolescents in acquiring the necessary skills and fortitude to effectively manage stress and overcome challenges, leading to their overall well-being and positive adaptation.

- How can music therapy interventions assist adolescents in developing effective coping mechanisms to manage adversities?

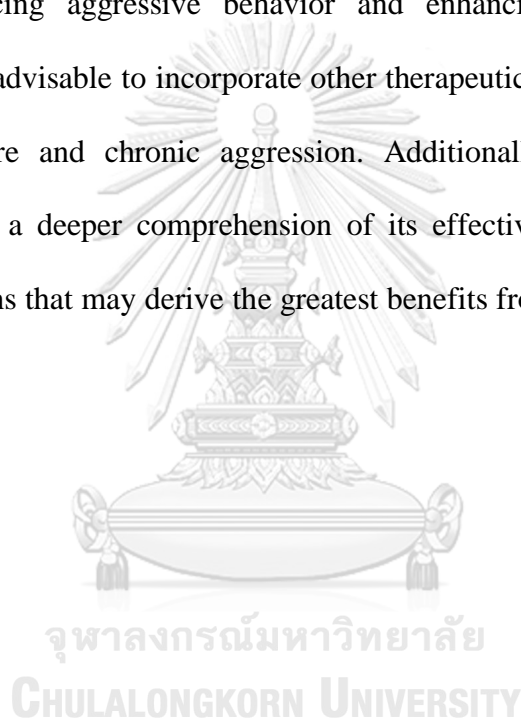
Music therapy interventions can aid adolescents in cultivating efficient strategies for coping with difficulties by creating a secure and nurturing space where they can freely express their emotions using music. Through this process, adolescents can develop greater emotional awareness and regulation, as well as learn healthy ways to cope with stress and adversity. Additionally, music therapy interventions can help adolescents develop their interpersonal and social skills, which can enable them to build positive relationships and support systems, ultimately enhancing their ability to cope with challenging situations. By promoting emotional regulation, healthy coping mechanisms, and positive social connections, music therapy interventions can empower adolescents with the tools they need to manage adversities and build resilience (Farkas & Orosz, 2015; Eisenberg, Valiente, Eggum, & Self, 2010).

- How can receptive music therapy interventions be utilized to facilitate anger management in adolescents?

Adolescents often struggle with mood dysregulation and aggressive behavior, which can have negative consequences for themselves and others. Multiple studies have proven the beneficial effects of music therapy in mitigating aggression among adolescents. For instance, Koo et al. (2017) observed a notable decrease in aggression among male adolescents with conduct disorder following a music therapy intervention. Similarly, Stewart et al. (2019) found that music therapy interventions contributed to a reduction in aggressive behavior and an improvement in emotional regulation among adolescents with a history of violence. Furthermore, the research conducted by Hakvoort et al. (2015) with individuals in forensic psychiatric settings demonstrated that music therapy positively influenced coping mechanisms and anger control skills. The mechanisms underlying the effectiveness of music therapy for aggression are not yet fully understood, but several theories have been proposed. One theory is that music therapy provides a nonverbal outlet for expressing emotions and reducing tension, which may lead to a reduction in aggressive behaviors. Another theory is that music therapy promotes relaxation and the release of endorphins, which can reduce stress and improve mood. These theories suggest that music therapy may work by addressing underlying emotional and physiological factors that contribute to aggression. However, music therapy is not a cure-all and has limitations. For example, music therapy may not be effective for individuals who do not enjoy or respond well to music. Additionally, music therapy may not be a standalone treatment for individuals with severe and chronic aggression, and may need to be combined with

other forms of therapy or medication. Further research is required to gain a comprehensive understanding of the mechanisms that contribute to the effectiveness of music therapy in addressing aggression, as well as to determine the specific populations that can benefit the most from this therapeutic approach.

To summarize, the use of receptive music therapy interventions can be valuable in supporting anger management among adolescents, as it has demonstrated efficacy in reducing aggressive behavior and enhancing emotional regulation. Nonetheless, it is advisable to incorporate other therapeutic approaches or medication in cases of severe and chronic aggression. Additionally, additional research is necessary to gain a deeper comprehension of its effectiveness and to identify the specific populations that may derive the greatest benefits from this intervention.



CHAPTER 5

DISCUSSION

5.1 Summary of Results

Ego resilience pertains to an individual's capacity to effectively respond and adapt to stressors and difficulties in a positive manner (Cole et al., 2014; Connor & Davidson, 2003; Y. Kim et al., 2018; Lee & Lee, 2021; Masten, 2007; Pasiali, 2012). Conversely, managing aggression involves employing hostile, coercive, or confrontational actions aimed at exerting control or dominance over others (Nasir & Abd Ghani, 2014).

Mood regulation is a critical aspect of adolescent development, and it plays a role in both ego resilience and aggressive management (Eisenberg, Valiente, Eggum, & Self, 2010). Adolescents with high levels of ego resilience tend to have better mood regulation skills (Eisenberg, Valiente, Eggum, & Self, 2010), which means they can manage their emotions effectively in response to stressors and utilize their resources to facilitate their coping skills (Eisenberg et al., 2010; Farkas & Orosz, 2015). In contrast, adolescents with fragile ego resilience and poor mood regulation skills may be more prone to aggression and have difficulty coping with stressors Block et al. (1988); (Block & Gjerde, 1990), adolescents who possess elevated levels of ego resilience are less prone to engaging in aggressive management behaviors. This may be because they have better control over their emotions and are less likely to become overwhelmed or reactive in response to stressors. Additionally, research indicates that adolescents who possess high levels of ego resilience are more likely to employ positive coping strategies, such as seeking social support or engaging in problem-

solving, which can help reduce the occurrence of aggressive behaviors (Eisenberg et al., 2010; Farkas & Orosz, 2015).

The relationship between ego resilience, mood regulation, and aggressive management in adolescents is significant. Adolescents who exhibit higher levels of ego resilience typically possess stronger abilities in regulating their moods. This enhanced mood regulation, in turn, decreases the probability of engaging in aggressive management behaviors.

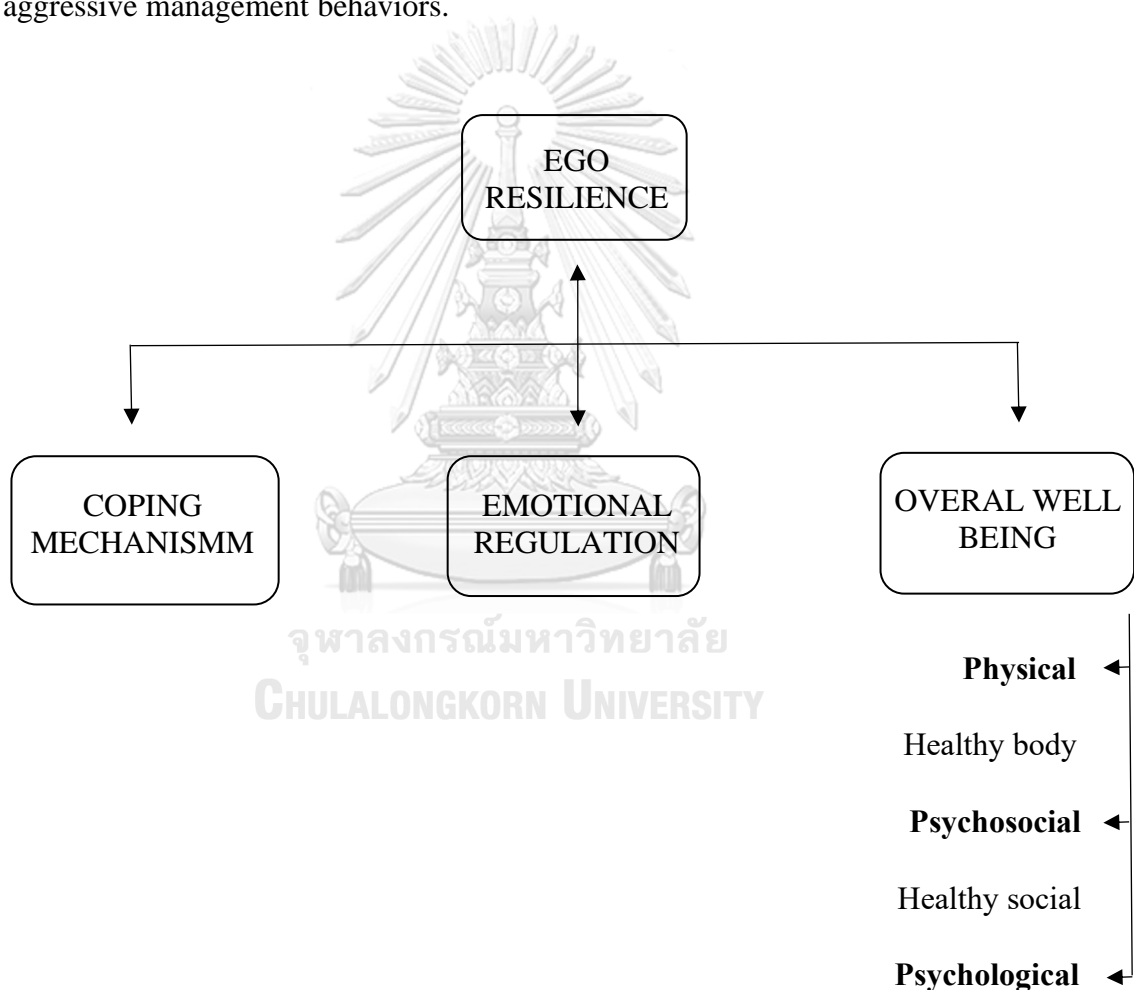


Figure 1 Map of ego resilience's relationship

CHAPTER 6

CONCLUSION

6.1 Summary of findings

This study is to identify the effects of listening music therapy interventions on anger management and ego-resilience of adolescents who work with music therapists one on one or group. According to Pasiali (2012), music therapy serves as a valuable intervention that can support the development of resilience. It functions as a means to build assets, mediate challenges, and activate protective factors, thereby offering opportunities for resilience enhancement.

Aggression

During adolescence, a time marked by substantial transformations, many individuals struggle with mood regulation, which can contribute to the emergence of aggressive behaviors. Music therapy has emerged as a promising approach for regulating mood and mitigating aggression among adolescents. Typically involving activities like listening to or engaging in musical creation, music therapy elicits emotional responses and aids in mood regulation. Several studies have indicated the potential of music therapy in reducing aggression among adolescents diagnosed with conduct disorder or exhibiting a history of violent behavior. Nevertheless, further research is necessary to gain a comprehensive understanding of the effectiveness and scope of music therapy in addressing aggression during adolescence. After reviewing several studies on the topic of "Adolescence and Aggression," it can be concluded that aggression is a common behavior among adolescents, and various factors can

contribute to it. For example, the role of gender, cultural background, academic stress, peer influence, family conflicts, cognitive factors, lack of social support can increase the aggressive behavior in adolescents. Understanding these factors can be useful in developing interventions and strategies to reduce aggressive behavior among adolescents. This study found that effective mood regulation skills can lead to prevent aggressive behavior in adolescents. In addition, mood regulation skills will help adolescents to develop greater ego resilience, which can enable them to cope more effectively with stress and adversity, help them to develop a stronger sense of self, more adaptive coping strategies, and reduce their risk of engaging in aggressive behavior as well as better mental health outcomes.

Music therapy to mood regulation

Receptive music therapy has shown to be a promising approach for improving mood regulation in adolescents. The present study has revealed that the utilization of receptive music therapy in adolescents yields noteworthy benefits in terms of emotional regulation. These advantages encompass a reduction in anxiety and depression symptoms, an improvement in mood, and a facilitation of emotional expression. It provides a non-invasive, non-judgmental, and enjoyable way for adolescents to express and explore their emotions, thereby helping them to develop emotional awareness, self-regulation, and coping skills. Additionally, music therapy can help improve interpersonal relationships, increase social support, and promote a sense of community among adolescents. Receptive music therapy such as music listening, song choice, music discussion, and etc. These interventions can be implemented across diverse settings, including educational institutions, mental health

clinics, and residential treatment facilities, either as a standalone intervention or as a component of a comprehensive approach to addressing emotional dysregulation in adolescents. They can be customized to suit the unique requirements and preferences of each individual adolescent and can be administered in both group and individual settings. Overall, receptive music therapy is a valuable tool for promoting emotional regulation in adolescents. Additional research is necessary to investigate the precise mechanisms that contribute to the therapeutic benefits of music therapy and to identify optimal approaches for implementing music therapy in various adolescent populations.

Receptive Music therapy to Ego resilience, Emotional regulation and Aggressive management in Adolescents

Receptive music therapy has also been linked to an increase in ego resilience among adolescents, which can further contribute to improved emotional regulation and reduced aggressive behavior. Ego resilience pertains to an individual's capacity to effectively manage stress and adjust to evolving situations. Studies have found that receptive music therapy can enhance ego resilience by promoting emotional awareness, self-expression, and self-esteem in adolescents. By providing a safe and supportive environment, Music therapy can aid in the enhancement of adolescents' self-awareness and the refinement of their coping abilities. Moreover, ego resilience has been found to mediate the relationship between music therapy and emotional regulation, suggesting that receptive music therapy can improve emotional regulation in part by enhancing ego resilience. This finding underscores the importance of considering ego resilience as a potential mechanism underlying the therapeutic effects

of music therapy. In conclusion, receptive music therapy has the potential to enhance ego resilience in adolescents, which in turn can contribute to improved emotional regulation and reduced aggressive behavior.

6.2 Recommendations for future research

Additional research is required to investigate the precise mechanisms that contribute to this association and to identify optimal approaches for incorporating music therapy to foster ego resilience.

6.3 Limitations

There is a need for more investigation to understand the precise mechanisms that support the therapeutic benefits of music therapy and to establish optimal strategies for implementing music therapy in diverse adolescent populations.

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