



# Music Ed Insights



Key Insights from...

## MindShifting for Music Teachers: Turning “I Can’t” Into “Perhaps I Can” with Mitchell Weisburgh

### Turn “I can’t” into “Perhaps I can.”

- Use when: Students say, “I can’t do this.” Steps:
  - Acknowledge: “So you’re pretty sure you can’t do this right now?”
  - Name the voice: “Is it like there’s a voice saying, ‘I can’t do this’?”
  - Offer the replacement: “When you hear that, try answering, ‘Perhaps I can.’”
  - Give 5–10 seconds of silence, then ask: “What ideas came to mind when you said ‘Perhaps I can’?”
- Big idea: Students generate their own confidence instead of borrowing yours.

### Use music as a reset for nervous or dysregulated groups.

- Use when: The group is anxious, unfocused, or tense (especially before events). Steps:
  - Name it: “There’s a lot of nervous energy in here.”
  - Do a 60–90 second musical reset: a familiar piece, simple improv, or brief movement to music.
  - Debrief quickly: “How do you feel now compared to a minute ago?”
- Big idea: Music becomes a deliberate self-regulation tool, not just the “goal” of class.

### Lead with curiosity in conflict.

- Use when: You’re in disagreement with admins, colleagues, parents, or students. Steps:
  - Start positive: “I appreciate how much you care about students’ success.”
  - Ask: “What are you really hoping will happen for students with this decision?”
  - Brainstorm together: “Can we think of three ways to reach that goal, including one that keeps music central?”
  - Check commitment: “On a scale of 1–10, how confident are you in this plan?”
- Big idea: Curiosity and shared goals lower defensiveness and open the door to collaboration.

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