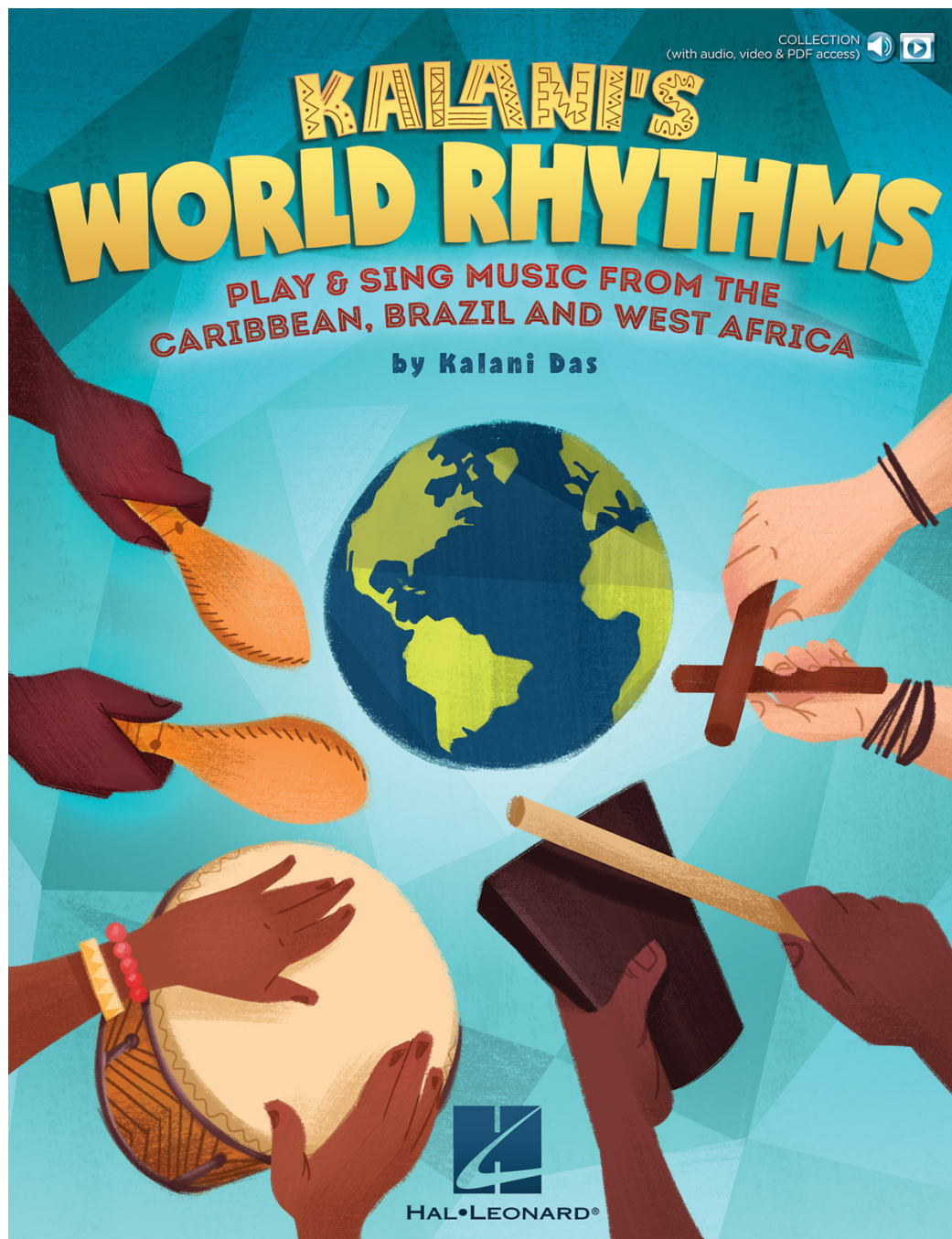


Addressing Special Needs Through Music

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Level I Training Summer 2019
Vandercook College of Music

NYSSMA 2018
Addressing Special Needs Through Music
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kalanimusic

The purpose of this session is to identify and demonstrate key strategies and techniques for addressing the needs of those students who may benefit from receiving special attention and resources in the music classroom.

We will:

- discuss the differences and similarities between music therapy and music education.
- identify key terms associated with special education.
- identify general strategies to be incorporated with all 'special needs' students.
- identify specific strategies for addressing the needs of students:
 - who are on the autistic spectrum.
 - who are deaf and hard of hearing.
 - with emotional disturbances.
 - with intellectual disabilities.
 - with speech and language impairments.
 - with visual impairments.
- review the four primary methods of musical experiences.
- experience samples of some of the above content within a musical experience.

Sample Session

The sample session uses songs to:

- convey information.
- structure the experience.
- encourage a movement response.
- encourage an instrumental response.
- encourage a vocal (musical) response.
- encourage the sharing of ideas and information.
- encourage interpersonal interactions.
- learn a few words in Spanish.
- identify and move different body parts in different ways.

Strategies and Techniques include:

- giving clear instructions.
- introducing material in stages.
- repeating material many times.
- presenting material in multiple modalities.
- reenforcing specific behaviors (verbal, visual, touch).
- providing immediate feedback.
- allowing unique individual responses.
- prompting specific behaviors.
- providing extra time for responses.
- continuing a theme throughout the lesson.

PiO PiO

TRAD. S. AMERICAN. ARR., KALANI DAS

The musical score is written in 4/4 time with a treble clef. It consists of five staves of music. The first staff starts with a C chord and contains the lyrics 'Pi - o pi - o pi - o pi - o'. The second staff starts with a G7 chord and contains the lyrics 'Pi - o pi - o pi - o Pa!' followed by 'Cha Cha Cha!'. The third staff contains the lyrics 'Can - ta can - ta pa - ra - ji - to que tu can -'. The fourth staff starts with a C chord and contains the lyrics 'tar a - le - gra co - ra - zon.' followed by 'Cha Cha Cha!'. The fifth staff also starts with a C chord and contains the lyrics 'tar a - le - gra co - ra - zon!' followed by 'Cha Cha Cha!'. There are first and second endings indicated by the numbers 1 and 2 above the staves.

Translation:

Cheep cheep cheep cheep, Cheep cheep cheep Cha!
Sing sing little bird, that it makes your heart happy.

After each phrase, play a "cha-cha-cha" on beats 2 & 3.

When teaching a child with a learning disability or who is on the autistic spectrum, it often helps to talk to parents about the material that will be coming up. Parents can help students become familiar with certain concepts and information, such as a composer or style of music, before it is introduced in class. This helps build a familiar foundation and can mitigate feelings of anxiety when coping with change and new information.

LOS POLLITOS

TRAD. S. AMERICAN. ARR., KALANI DAS

Los pol - li - tos di - cen pi - o pi - o pi - o

³ cuan - do tie - nen ham - bre cuan - do tie - nen fri - o.

⁵ La gal - li - na bus - ca el ma - iz y'el tri - go

⁷ Les da la co - mi - da y'les pres - ta a - bri - go

Translation:

The little chicks say, “Cheep, cheep, cheep”
when they are hungry, when they are cold.

The Hen looks for corn and wheat.
She feeds them and keeps them warm.

Curricular Adaptations:

Accommodations:

(Changes process. Maintains standards)
Changes in format.
Change in setting.
Change amount of time required.
Accept variations in process.
Same curriculum and tests.

Modifications:

(Changes standards for participation)
Complete partial assignments.
Partial participation.
Lower level of participation.
Different curriculum and tests.

I HAD A ROOSTER

Swing Feel

TRAD. ARR., KALANI DAS

The musical score is written in treble clef with a 3/4 time signature. It consists of four staves of music. The first staff starts with a C chord and contains the lyrics 'I had a roos - ter and my roos - ter pleased me.' The second staff starts with an F chord, followed by a G7 chord, and contains the lyrics 'I fed my roos - ter by the old oak tree.' The third staff starts with a C chord, followed by an F chord, and contains the lyrics 'My lit - tle roos - ter said "Cock - a - doo - dle - doo!" De'. The fourth staff starts with a G7 chord, followed by a C chord, and contains the lyrics 'doo - dle de doo - dle de doo - dle de doo.' The score includes various musical notations such as quarter notes, eighth notes, and rests.

I had a roos - ter and my roos - ter pleased me.

5 I fed my roos - ter by the old oak tree.

9 My lit - tle roos - ter said "Cock - a - doo - dle - doo!" De

13 doo - dle de doo - dle de doo - dle de doo.

Substitute different animals (or things) for "rooster," reviewing all those that came before. (cumulative song)

Session Themes & Topics:

- Chicks / Chickens / Rooster
- Farm Animals
- Spanish Language

Students may respond to prompts by:

- playing a specific rhythm
- creating specific verbalizations
- expressing unique vocalizations.
- pantomime.
- purposeful movements.

Addressing the needs of every student requires close attention to the messages and information that students offer through their movements, statements, non-verbal communication, and behaviors.

Making progress can include trial and error, improvisation, educated guesses, and experimentation. Consult a music therapist or special ed. professional for guidance.

Key Terms

- Least restrictive environment
- Mainstreaming
- Inclusion
- Disability versus handicap
- Person first language
- Individualized Education Plan (IEP)

Music therapy primarily treats the child's personal and social needs through musical experiences.

Music education primarily develops the musical and music-related capacities of the child.

In general, it's helpful to:

- give instructions clearly and concretely.
- be consistent with behavioral expectations, physical order, and teaching routines.
- use music that involves the child.
- adapt instruments for children's needs.
- provide physical assistance to child.
- aim for maximum musical involvement with minimal verbal instruction.
- provide for individual as well as group responses.
- present materials sequentially and with positive reinforcement to encourage positive, successful responses.
- present materials in more than one modality.
- plan for transitions and make expectations for them clear.
- facilitate success experiences; keep failure to a minimum.
- make tasks clear as to exact behavior, beginning and end.
- give the child enough time to execute tasks.
- reinforce successive approximations and successfully completed tasks.
- provide immediate feedback.
- provide option for slower responses or movements if necessary.

Autism

- Developmental disability significantly affecting verbal and nonverbal communication and social interaction.
- Generally evident before age three.
- Adversely affects a child's educational performance.

Try to:

- give clear, concrete instructions. Avoid describing multiple tasks.
- have consistent expectations and give consistent responses.
- use behavioral principles if child is in a behavior modification program.
- consult with special education teacher and/or music therapist regarding specific needs and adaptations.

Deaf and Hard of Hearing

Child has a hearing loss, with or without amplification, that has an adverse effect on educational performance to a degree that the processing of linguistic information through hearing is impaired.

Try to:

- seat child as close as possible to teacher.
- articulate clearly; also use gestures, conducting cues, international sign language.
- use hands-on approach when possible, in addition to verbal explanations and demonstrations by teacher.
- be sure that child is using hearing aid.

Emotionally Disturbed Children

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships.
- Inappropriate types of behavior or feelings under normal circumstances.
- General unhappiness or depression.
- Development of physical symptoms or fears associated with problems.

Try to:

- encourage maximum musical involvement, use minimal verbal instruction.
- present materials sequentially and with positive reinforcement.
- stop disruptive behavior immediately.
- establish limits and maintain consistent rules.
- allow for transitional periods between portions of class.

Intellectual Disability

- Significant limitations in:
 - intellectual functioning and
 - adaptive behavior.
- Originates before the age of 18.

Try to:

- emphasize skills that the child can acquire.
- incorporate songs with repetition.
- clarify important aspects of the lesson.
- direct attention to important parts of printed pages.
- use concrete, hands-on activities.
- simplify the steps to, or requirements needed for, success.

Speech or Language Impairment

Communication disorder that adversely affects a child's educational performance
Includes stuttering, impaired articulation, a language impairment, a voice impairment, delayed acquisition of language, or an absence of language.

Try to:

- articulate clearly and with expression.
- use sequential songs and songs with interesting, repeated sounds.
- use a playback device to allow children to hear their musical products.
- use wind instruments to provide practice for directing air from mouth.

Visual Impairments

Try to:

- Use sheet music with larger type, Braille music writing equipment, projection and magnifying equipment.
- Record music lessons for student.
- Give instructions verbally.
- Keep placement of furniture and instruments in room consistent.

Four Methods in Music

Improvising

Re-creating

Composing

Listening

Response Types

- Instrumental Responses
- Vocal Responses
- Movement Responses
- Imaginative Responses

Listening Experiences:

- Sensory Stimulation
- Musical Movement
- Contingent Music (as a result of specific actions or behavior)
- Music Listening
- Music-Assisted Relaxation

Potential Benefits of Music

Music improvisation provides opportunities for:

- non-verbal expression.
- creative thinking.
- fostering feelings of community.

Re-creating and composing music provides opportunities for:

- strengthening social bonds.
- developing skills and build self-esteem.
- teamwork and collaboration

Active music listening provides opportunities for:

- self-reflection.
- creative imagery.
- creative and structured movement.
- music-assisted relaxation

Did you know?

Students with IEPs may be entitled to receive music therapy services from a board-certified music therapist.

Talk to parents, special Ed teachers, therapists, and your Principle, about looking into adding music therapy services.

Find out more about music therapy by visiting the American Music Therapy Association. musictherapy.org



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