

Including Student with Autism in the Music Curriculum

What would you do?

Practical Solutions

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PRESENTED BY

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AUTISM SOCIETY
RESEARCH
PUBLIC POLICY
ADVOCACY

55TH NATIONAL
AUTISM
SOCIETY
CONFERENCE
JULY 6-10, 2019
WASHINGTON, DC
HILTON WASHINGTON

INTRODUCTION

Music activates most areas of the brain
Jensen, E. (2001). *Arts with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Across cultures and times, music is communal
Communal singing
Collective dance
Religious ceremonies
Festivals
Drum circles to campfires

Through music individuals shared experiences binding them together
Storr, A. (1992). *Music in the Mind*. New York: Ballantine Books.

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INTRODUCTION

Musical training impacts learning across multiple domains

Mathematics
Logical reasoning
Memory Training/Recall
Language development
Non-verbal Communication
Social interaction
Sensory Integration
Emotional Regulation
Attending/ Concentration
Visual-motor integration
Motor planning
Problem Solving

Music promotes communication!

Everyone moves better to music!

Jensen, E. (2001). *Arts with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
Hyde, K. L., Lerch, J., Norton, A., Forgeard, M., Winner, E., Evans, A. C., and Schlaug, G. (2009). Musical training shapes structural brain development. *The Journal of Neuroscience*, 29(10): 3019-3025. doi: 10.1523/JNEUROSCI.5118-08.2009.

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WHAT WOULD YOU DO?

The Improviser...

Although nonspeaking and autistic, Greg's expressive communication is very limited. However, he is receptively at grade level. He loves to improvise – especially after playing a piece of music, but sometimes in the middle as well. Although very musical Greg's teacher insists that noodling distracts from learning his music. Attempts to get Greg to just play what's written or telling him to keep quiet results in catastrophic meltdowns commonly lasting at least a half an hour.

Although not being allowed to waste time improvising is written in Greg's educational plan, his teacher is commonly not successful in doing so. This and other behaviors with related meltdowns results in Greg being considered as one of the school's most difficult students.

Please do the following...

A. *explain* what may cause Greg to be so interested in improvisation,

B. *describe* what steps can be taken to effectively work with Greg, and,

C. *suggest* if there's a way to employ Greg's interest and skill in improvisation.

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I N T R O D U C T I O N




A little
about me...


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A L L I T T L E A B O U T M E

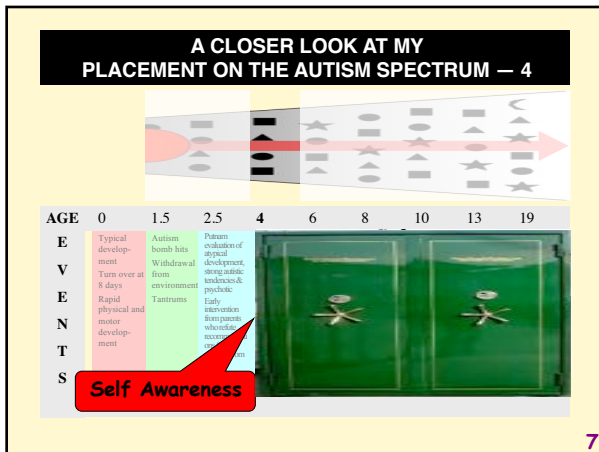
Introduction

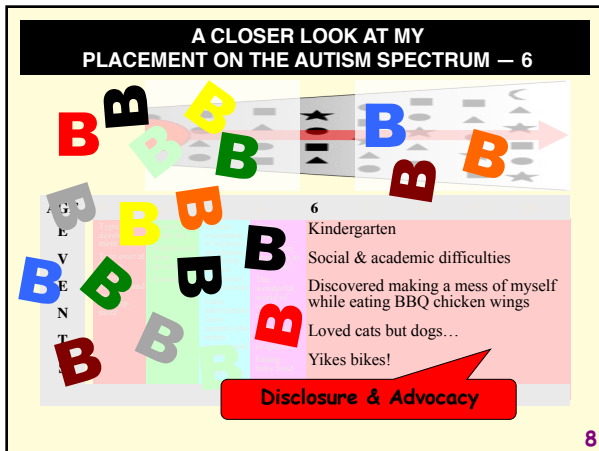


The Autism Bomb — NOT



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WHAT WOULD YOU DO?

A (Would be) Trumpeter's Meltdown

In her early teens Rhoda was an excellent pianist and looked forward to her weekly lessons with her teacher, Elise. She loved playing both Classical and Jazz on the piano. Often Rhoda would ask Elise to play the assigned pieces in different keys. Her teacher's declination of the request would commonly result in Rhoda transposing into what seemed like random keys. Perhaps Rhoda's perfect pitch accentuated the difference between keys.


One day Rhoda asked to learn trumpet, resulting in Elise bringing that instrument to the next lesson. Cracking open *A Tune a Day* they quickly got to the first note, G that sits across the second line of treble clef. After playing the note, Rhoda looked at the trumpet quizzically and tried again.

Suddenly the trumpet, Elise, and the music book were liars. Putting the trumpet down roughly, Rhoda refuses to have anything to do with the trumpet.

Please do the following...

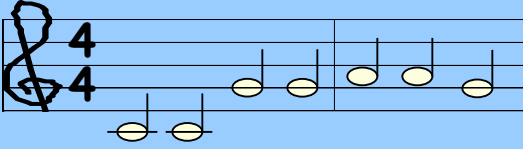
A. *explain* what might have caused Rhoda to declare the trumpet, teacher, and book liars,

B. *describe* a possible strategy that might enable to tolerate playing this instrument.

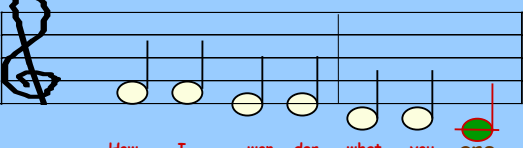


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TWINKLE TWINKLE LITTLE STAR



Twin— kle twin— kle lit— tle star.



How I won— der what you are.

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Learning to Play an Instrument















**Stephen Shore
Teaching Music**

From the documentary
"Loving Lampposts" by Todd Drezner

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LEARNING TO PLAY AN INSTRUMENT

1. Go in Stephen's house. 
2. Say "hi" to Stephen. 
3. Take off shoes. 
4. Look around the room. 
5. Sit down and work with Stephen. 
6. Break.    
7. Work and break again.
8. Say "thank you, Stephen." 
9. Put on shoes. 
10. Go out to the car. 

One possible way
for teaching
notation

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ONE METHOD OF TEACHING NOTATION TO A PERSON WITH AUTISM

Materials:

- 10 sheets of blank 8.5" x 11" paper
- Different color pens or pencils
- Clear plastic tape



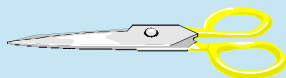
Shore, S. (2003). *Beyond the Wall: Personal experiences with autism and Asperger Syndrome*, 2nd ed. Shawnee Mission, KS: Autism Asperger Publishing Company.

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ONE METHOD OF TEACHING NOTATION TO A PERSON WITH AUTISM

Materials:

- Scissors



- keyboard



Shore, S. (2003). *Beyond the Wall: Personal experiences with autism and Asperger Syndrome*, 2nd ed. Shawnee Mission, KS: Autism Asperger Publishing Company.

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ONE METHOD OF TEACHING NOTATION TO A PERSON WITH AUTISM

A	A	A	A	B	B	B	B
C	C	C	C	D	D	D	D
E	E	E	E	F	F	F	F
G	G	G	G				

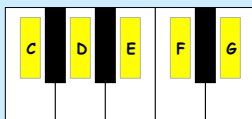
B	B	B	B	C	C	C	C
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ONE METHOD OF TEACHING NOTATION TO A PERSON WITH AUTISM

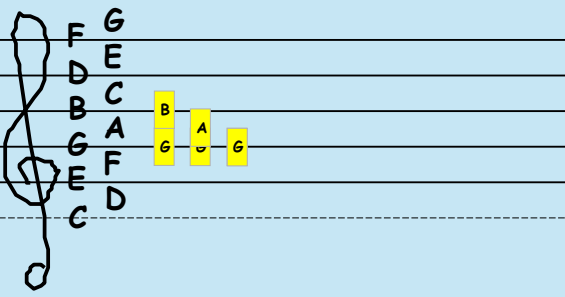
Variations:

- Write note names on little yellow -- or other color -- stickies[™]. (especially helpful when placing note names on a piano keyboard)
- Play "guess which note(s) I played on the recorder?"



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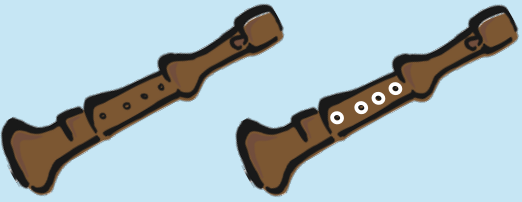
ONE METHOD OF TEACHING NOTATION TO A PERSON WITH AUTISM



Boston Conservatory Program
for Students on the Autism Spectrum
<http://www.bostonconservatory.edu/autism-videos>

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ANOTHER METHOD OF TEACHING NOTATION



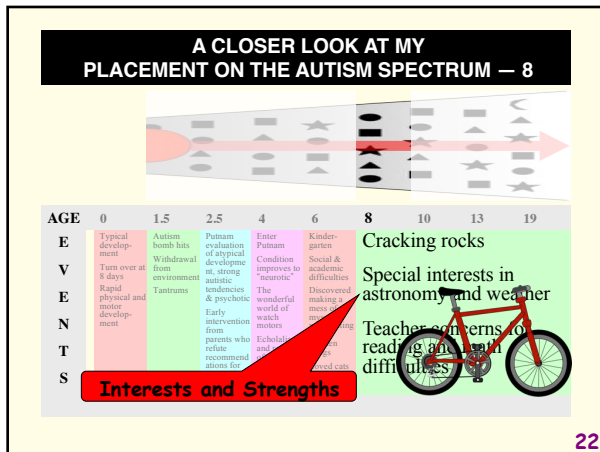
Before After

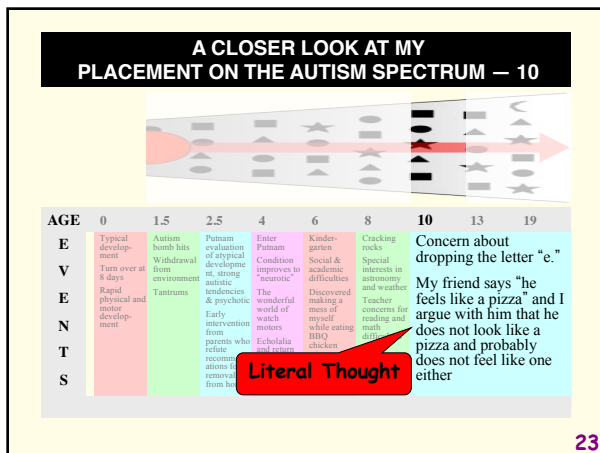
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ONE METHOD OF TEACHING NOTATION TO A PERSON WITH AUTISM



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THE HIDDEN CURRICULUM

Language: Clarity, Concise, Concrete

When preparing for the final exam, make sure you study chapters 5, 6, and 7 very carefully because there might be questions from that segment of the book. There may also be essay questions from the case studies you did in November and you may be asked to use material from your personal philosophy you wrote early this month... blab, blab, blab...

Final Exam Prep


- Focus on Ch. 5, 6, & 7
- Essay question from November case studies
- Material from philosophy

Clarity in Rules

- Natural consequences (Think things through)
- Consistency!
- Rationality and logic wins!

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A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 13



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Middle and high school

Finally getting it together but still often in left field

Discovering the band room

Time to focus more on people and not their bicycles

Interests, Relationships & Community

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WHAT WOULD YOU DO?

Analyzing Behavior – Skipping Jazz Band

A trombonist, nothing was better for Jill than spending hours in the high school instrument closet exploring all the instruments, using *A Tune a Day* to figure out how they worked, and experimenting with combining instruments in the style of Dr. Peter Schikele. Jill was also fascinated by music theory, composition as evident by the endless questions she asked her music teacher – some he could not answer.

But... Jill was absent more often than not from Jazz band rehearsal. When asked angrily about missing class by the band director, Jill would shake her head and walk away.

Please do the following...

- explain why Jill is skipping Jazz band even though she has such intense interest in music,
- suggest step to take for analyzing the function behind the behavior,
- describe one or more possible solutions to resolve the issue.

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Friendship and Inclusion





Boston Higashi School

www.bostonhigashi.org



INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM
 Nine Educational Domains for Meaningful Involvement

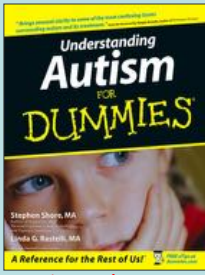
Special **W**ays **A**nd **T**echniques

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM
 Nine Educational Domains for Meaningful Involvement

1. Size
2. Time
3. Level of Support
4. Input
5. Difficulty
6. Output
7. Participation
8. Alternate
9. Substitute Curriculum

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.



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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM
 Nine Educational Domains for Meaningful Involvement

Size

Adjust the number of items a student is expected to learn or number of activities a student will complete prior to assessment of mastery.

Example

How can instruction be engineered to benefit the entire class?

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM
Nine Educational Domains for Meaningful Involvement
Time
Adapt the time allotted and allowed for learning, task completion, or testing.
Example
Adapted from <i>Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference</i> , by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM
Nine Educational Domains for Meaningful Involvement
Level of Support
Increase the amount of personal assistance with a specific learner.
Example
Adapted from <i>Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference</i> , by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM
Nine Educational Domains for Meaningful Involvement
Input
Adapt the way instruction is delivered to the learner.
Example
Adapted from <i>Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference</i> , by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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Meltdown in the Music Room – Sensory Issues and UDL

Eight preverbal 1st graders on the autism spectrum are brought into music class. Although activities usually consist of moving to music or playing different percussion instruments, the instructors decide that having "a hard morning with a number of behavioral outbursts" the students should remain in their seats for quieter activities.

Sitting the students on chairs around a large drum with the instructors start the session with their students taking turns sharing a single mallet to beat the drum in time to a march played by the music teacher. "This is a great time to practice waiting and sharing skills!" says one of the instructors as the music begins.

Shortly and to the chagrin of the instructors, the students began rocking in their chairs, poking each other, and running around the room. After a few minutes of trying to regain control of their students, the instructors apologized to the music teacher and pulled the students out of the room. One of the students flopped to the floor and had to be dragged out.

Please do the following...

A. *identify* what factors may have led to this class wide meltdown,

B. *describe* how this music session could have been structured differently to promote a successful experience,

C. thinking about Universal Design, *describe* how could this session be designed with learners of all abilities in mind.

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM

Nine Educational Domains for Meaningful Involvement

Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

Example

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM

Nine Educational Domains for Meaningful Involvement

Output


Adapt how the student can respond to instruction.

Example

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM
Nine Educational Domains for Meaningful Involvement



*I've got enough ADD to sink a battleship...
 I may as well take the F now...*

What would you do to ensure this student's success?

1. *Indicate* the obstacle.
2. *Describe* the strength.
3. *Suggest* a plan maximizing chances for success.
4. *Explain* the implications for assessment.

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Seeking Alternate Means of Demonstrating Knowledge
—Achieving Success in Instrument Classification for Ben—

Today's weekly general music quiz is to classify selected instruments into their proper families by describing what other instruments they are grouped with. For example the trombone would be placed by indicating that it's a brass instrument and would be found amongst the trumpet, French horn, and tuba.

However, Ben, a high school student with high functioning autism sits frozen in fear as he just can't put into words where these instruments belong and fails this type of test... again.

Ben exhibits difficulties in creative writing and mathematics. However when properly supported by his aide, performs at above grade level in drafting class and computer-aided-design.

• Please do the following...

1. *describe* what may be causing Ben such difficulty in class, and,
2. *determine* if there may be a way to employ Ben's strengths as listed above enabling him to achieve success for this quiz,
3. *indicate* how the instructions might be modified to help Elijah and possibly other students in the class as well.

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM
Nine Educational Domains for Meaningful Involvement

Alternate

Adapt the goals or outcome expectations while using the same materials.

Example

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM

Nine Educational Domains for Meaningful Involvement

Participation

Adapt the extent to which a learner is actively involved in the task.

Example

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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Meaningful Inclusion of Val in Chorus - Case Study

—Success in Music—

A student with autism, Valerie is included in senior chorus. Despite intensive support from an aide and a well-planned behavioral program, Valerie moans continuously at a low pitch without regard to whether her section is singing or not. That is when she is even able to stand in place. However, you have noticed that when pacing around the room Valerie does not make a sound.

The music director is deeply concerned of the possible negative effect this behavior will have for the year end concert of international music.

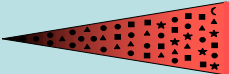
How might you help the music director while keeping Valerie meaningfully included in the chorus rehearsals and the performance?

- Please do the following...
 1. *indicate* what may be causing Valerie to behave in this manner, and,
 2. *determine* how Valerie's behaviors might be employed to meaningfully included her in the remaining rehearsals and performance, and,
 3. *describe* how this might look during the performance.

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM

Nine Educational Domains for Meaningful Involvement

<p>Substitute Curriculum</p> <p>Provide different instruction and materials to meet a student's individual goals yet still aligned with the curriculum.</p> <p>Example</p>	<p>Common Goal</p> <p>Meaningful involvement of the person with a disability in school, in the community, and in their residences.</p>  <p>Inclusion is a Spectrum</p>
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Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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INCLUSION OF STUDENTS WITH AUTISM IN THE MUSIC CURRICULUM
 Nine Educational Domains for Meaningful Involvement

Special **W**ays **A**nd **T**echniques

OR...

Merely extensions of good teaching practice

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MUSIC FOR CHILDREN WITH AUTISM
 Introduction – Stephen Shore



Beyond the Wall
 Personal Experiences with
 Autism and Asperger Syndrome
 SECOND EDITION
 Stephen Shore
 Foreword by Temple Grandin

Sheltered Workshop for People with Asperger Syndrome 44

TURNING AWAY FROM CLOSED DOORS TO OPEN ONES
 Defining Success



Thanks for your participation!



Stephen Shore
www.autismasperger.net

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