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Music for All: Developing Music Instruction for Students with Higher Support Needs

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Music for All: Developing Music Instruction for Students with Higher Support Needs

ABLE Assembly 2022

Welcome & Introduction

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Essential Questions

- 1) How can music teachers engage all students to the best of their ability in musical settings?
- 2) How can music teachers utilize universal design for learning, assistive technology, and a strength-based model to allow all students to find success?

Agenda

- Introduction
- Who's In Our Classroom?
- Key Concepts
- Singing
- Playing Instruments
- Developing Independence
- Key Takeaways

Who's In Our Classroom?

It's always important to remember the different types of students we might have in our musical classrooms and ensembles.

- Neurotypical Students
- Students who receive special education services
- Students who need support in different domains (cognition, behavior, sensory, emotional, communication, physical/medical, mental health)
- Students who are gifted and talented, or twice exceptional
- Students who come from diverse backgrounds, or English is a new language

Who's In Our Classroom?

It is important to remember that while our students may be different, they all CAN achieve and find success in the music classroom.

- It is important to incorporate ways to showcase their strengths, interests, identities, and cultures
- Students will feel more valued, comfortable to take risks, and safe, when their background and identities is incorporated

Who's In Our Classroom?

In some musical settings, teachers might have students who have higher support needs.

- Students who have limited verbal ability, or are non-verbal
- Students who are either hyper or hypo sensitive
- Students who require hand-over-hand assistance or prompting
- Students with limited ambulatory access

Who's In Our Classroom?

It is still important to remember that **All** students **CAN**.

It is all about how we break things down, provide opportunities based on their strengths, and celebrate each success.

Key Concepts

Universal Design for Learning

- Removing any barriers to the learning or physical environment for a student with a disability, while the strategy benefits all students
- Ex: while an iPad application can benefit a student with limited verbal ability in music class, it can also benefit all of the students in creative outlets

Key Concepts

Assistive Technology

- Any sort of technology, device, manipulative, support, etc. that allows students to have accessibility
- Ex: using, or creating, an accessible holder to support a tambourine so a student can make music without having to hold the instrument

Key Concepts

Task Analysis

- Breaking things, concepts, learning ideas, curriculum, learning objectives
- into smaller chunks that build together into something larger
- Ex: creating a step-by-step checklist to teach students how to independently learn and perform a traditional folk dance

Singing

Singing, and accessibility to vocal music-making, can be easily possible for all students.

- Multimodal/multisensory elements to songs (visual, auditory, kinesthetic, tactile)
- Incorporate assistive technology to connect to text, words, or music
- Use manipulatives paired with singing and text
- Choose repertoire that students are familiar, comfortable, and identify with
- Choose songs with repetition, clear form, and clear words/syllables
- Use age, developmentally, and cognitively appropriate music

Multimodal Elements



It's okay to be not **okay**



It's just fine to be out of your **mind**



Breathe in deep, just a day at a **time**

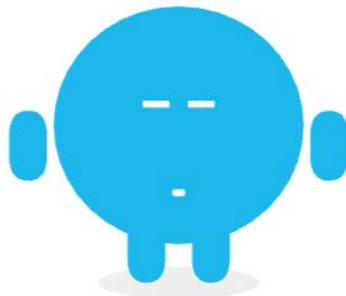
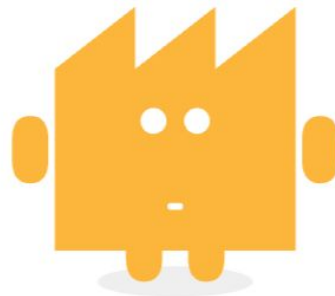


'Cause it's okay to be out of your **mind**

Assistive Technology



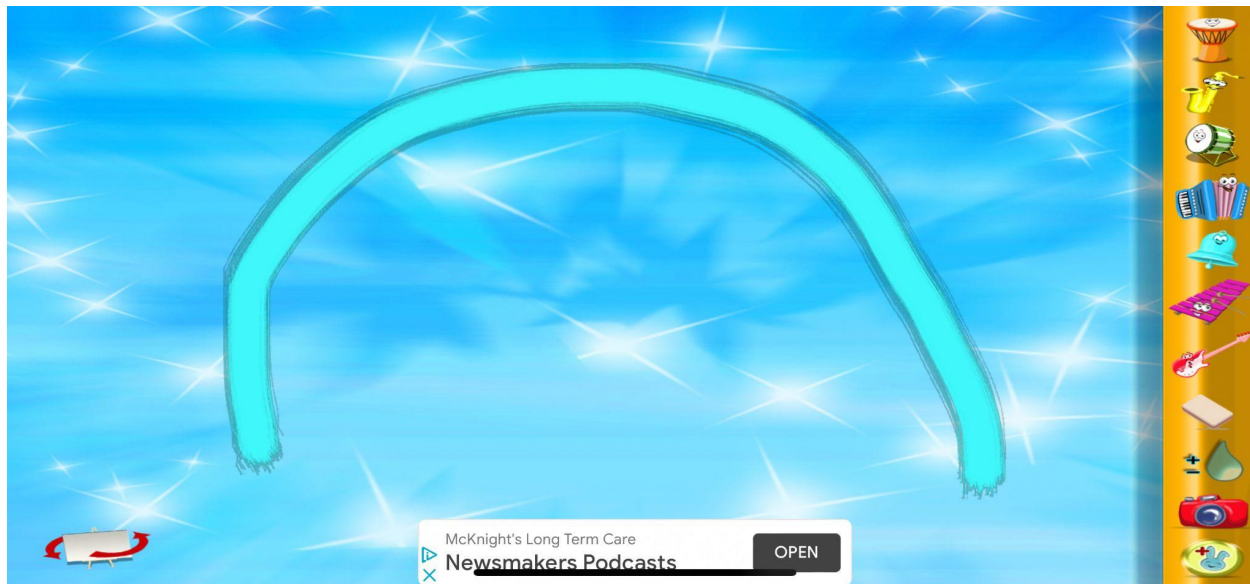
Assistive Technology



Assistive Technology



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Manipulatives Paired



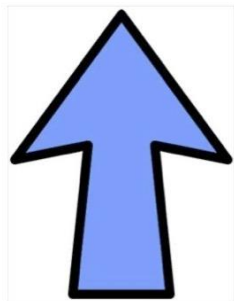
And if you take my hand my **friend**



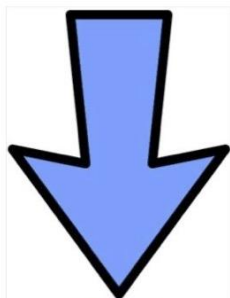
All will be well when the day is **done**



Day is done



Up



Down



Around the Circle



Throw and Catch

Repertoire Selection



Picnic



Rain



Sandwiches



Cookies



Salad



Melon



Apples



Lemonade

Repertoire Selection



Every body look **around**

'Cause there's a reason to rejoice, you see



Every body come **out**

And let's commence to singing joyfully



Every body look **up**

And feel the hope that we've been waiting for



Every body be **glad**

Because our silent fear and dread are gone



Can't you **feel** a brand new **day**?

Can't you **feel** a brand new **day**?

Playing Instruments

Instrumental music-making can be adapted to provide accessibility to all students.

- Adapt how to play or use an instrument (technique, supports, posture)
- Provide multiple ways that instruments can be utilized
- Provide visual supports
- Adapt music literacy using color, pacing, size, and mode
- Provide assistive technology paired with instruments

Developing Independence

All music classrooms can provide multiple ways for student to learn independent skills (ex: language, social skills, working together, etc.).

- Provide scripts to teach peer communication and leadership
- Use visual prompts to allow students to engage with each other
- Allow opportunities for student choice in all aspects
- Allow opportunities for students to be part of all classroom procedures
- Allow music-making to teach language to all students

Scripts



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How long is your voice?

My turn to show you.

_____ turn.

I can say:

Great Job! because _____, or Try Again! because _____



Can your voice go high and low?

My turn to show you.

_____ turn.

I can say:

Great Job! because _____, or Try Again! because _____



Can you sing the notes?

My turn to show you.

_____ turn.

I can say:

Great Job! because _____, or Try Again! because _____

Prompts to Engage



Pick A Friend

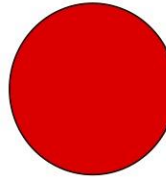
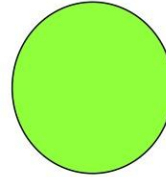
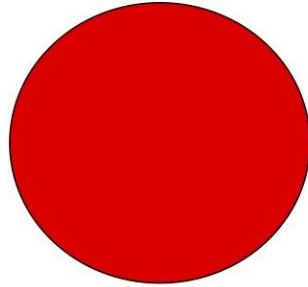
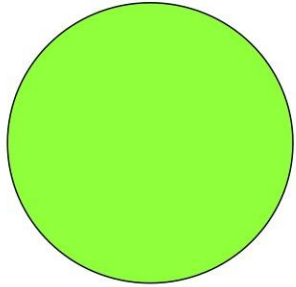
_____ **Turn**



Pick A Friend

_____ **Turn**

Prompts for Procedures



Key Takeaways

All students are able to have access to high-quality music making when we provide UDL, AT, and task analysis.

ALL students **CAN!**