

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

ABLE Assembly

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Who's in Our Classroom?

- Neurotypical students
- Students who receive special education services
- Students who need support in different domains
- Students who are gifted and talented, or twice-exceptional
- Students from diverse cultures
- Students with higher support needs

All Students CAN!!!

- Focus on their strengths, abilities, interests, identities, backgrounds, etc.
- Incorporate Universal Design for Learning (UDL), Assistive Technology (AT), and Task Analysis in teaching to give higher accessibility.

Examples for Singing

- 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

Examples for Playing Instruments

- 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

Examples for Developing Independence

- 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

Contact

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