TMEA 2010
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Teaching Children With Disabilities

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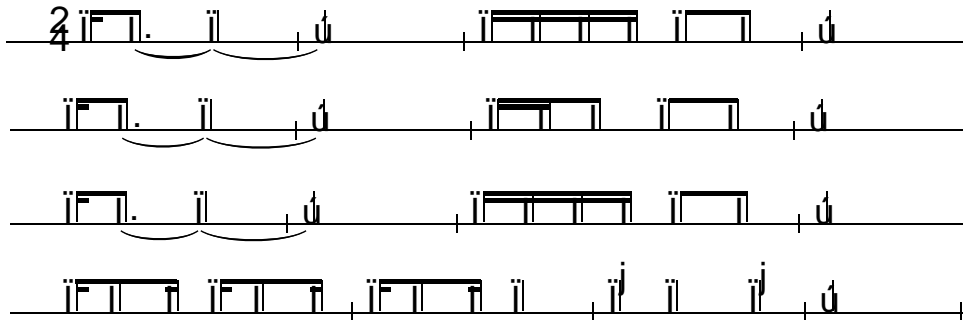**Don Taylor, Ph.D.**
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CTME Presentation

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Using Gordon's Music Learning Theory (MLT)

Stretch and Bounce

Edwin E. Gordon

- Acculturation
- Imitation
- Assimilation

Basic Tenets of IDEA

- Individuals with Disabilities Education Act (IDEA)
    - Free, appropriate public education with related services (transportation, physical therapy, occupational therapy, counseling, music therapy)
    - Protection of rights
    - Early intervention
    - State assessment

- Types of Disabilities
    1. Autism
    2. Deaf-blindness
    3. Developmental Delay (defined by the state)
    4. Emotional Disturbance
    5. Hearing Impairment (including Deafness)
    6. Mental Retardation
    7. Multiple Disabilities
    8. Orthopedic Impairment
    9. Other Health Impairment (Includes ADD and AD\HD)
    10. Specific Learning Disability
    11. Speech or Language Impairment
    12. Traumatic Brain Injury
    13. Visual Impairment (including Blindness)

- Least Restrictive Environment (LRE)
    - As much like typical students' environment as possible
        - Inclusion
        - Self-contained classroom
        - Combination (often seen in music)

- Individualized Education Program (IEP)
    - Written statement for each student with a disability
        - Developed, reviewed, and revised at least once a year
        - Includes information about curriculum, related services, and evaluation procedures.
        - Measurable goals and objectives (academic and social), modifications and accommodations

- Normalization
    - A Scandinavian concept, term coined by Wolf Wolfensberger (1972)
    - Activities should be as close to the cultural norm as possible
    - Deinstitutionalization in the late 1970s and early 1980s

- Social Role Valorization
    - Minimize differences between how people with disabilities are perceived and treated by nondisabled persons.
    - Increasing opportunities for persons with disabilities to have socially valued roles.

- Natural Proportion
    - Approximately 14% may receive services. About 1% have severe disabilities. Do students with disabilities sit together in one corner, or do you spread them out among the other students?
    - Are children with one type of disability all bussed to the same campus? Do they have to ride the "special bus"? Does this prevent them from participating in social and leisure activities outside school?

- Transition
    - Movement from School to Community

- Chronological Age Appropriateness
    - Increase in social valorization and acquisition of meaningful skills
    - Avoid "baby talk"
    - Avoid choosing instruments for older children that are designed for younger children.

- Individual Achievement and Choice
    - Freedom of choice is an important part in achieving quality of life. However, as with all children, choices should be structured carefully.
    - Individual Education Program (IEP)

2

- including the student in the process increases social valorization, normalization, and gives them some role in their own choices.

- Partial Participation
  - Avoid passive participation—being present in the room or during the activity.
  - Find multiple ways for students to participate (not just ALWAYS playing rhythm sticks)
  - Avoid isolation—include peers

- Collaboration and Support Systems
  - Parents, Classroom Teachers, Counselors, Therapists (Speech, Occupational, Physical, etc.)

Children with Behavioral Disorders

- Oppositional Defiant Disorder
  - Must display 4 of the 6 criteria below for at least six months:
    1. Often loses temper
    2. Often argues with adults
    3. Often actively defies or refuses to comply with adults' requests or rules
    4. Often deliberately annoys people
    5. Often blames others for his or her mistakes or misbehavior
    6. Is often touch or easily annoyed by others
    7. Is often angry and resentful
    8. Is often spiteful or vindictive

- Possible Causes of ODD
  - Genetics
  - Harsh, rigid (even abusive) parenting
  - Withdrawn at home; highly oppositional at school
  - Lack of structure or ambivalence
  - Lack of positive modeling
  - Inappropriate parental behavior

- Positive Reinforcement
  - Children with ODD tend to sabotage praise.
  - Praise may be interpreted as "I'm so glad I got you to do it MY way."

- Indirect Praise
  - "Walk by" reinforcement
  - Matter-of-fact manner without eye contact
  - Whispering
  - Brief, without sustained eye contact
  - Leaving Notes

- Providing Rewards
  - Avoid rewards that could lead to confrontation.
  - Charting procedure (points, stars, stickers, etc.)
  - Simply put the mark on the chart, but don't announce it.
  - Puzzle pieces: Each piece contains a desired behavior. After they receive all the pieces, they get a reward. Don't start out with too many pieces. Allow them to have success.
  - Do not take points away. That's what they want.

- No Arguing
  - "One doesn't have to get the last word to be right."

- Defer Control
  - "The clock says it's time to go."

- Offer closed choices
  - Avoid open-ended questions.

- Prepare for Transitions
  - 10-minute alerts, 5-minute alerts

- Releasing Anger with Appropriate Physical Activity
  - Biking, Punching Bag, etc.
  - Avoid activities requiring cooperation
- Outline Consequences
  - Class charts
  - Be Consistent and Calm

Students with Severe Disabilities: Helpful Web Sites

- Adaptive equipment
  - www.westmusic.com

- Super Switch Ensemble: Access to Music
  - www.switchintime.com

- Soundbeam
  - http://www.youtube.com/watch?v=iG1FDrLa-28

- KAOS Pad
  - http://www.youtube.com/watch?v=owkeBOcC-AQ

Students with Cognitive Delays

Common Limitations	Teaching Solutions
Attention	Additional cues to "look" or "listen" Proximity Nonverbal cues
Memory (especially short-term)	One- or two-step directions Additional review time Music as a mnemonic device to assist in recall of information
Generalization	Collaborate with classroom teacher. As much as possible, keep rules the same between rooms.
Motivation (Learned Helplessness)	Provide simple, structured choices. Provide necessary supports for success . . . especially language communication if necessary. Provide positive feedback.

- Behavioral Problems could results from the following:
    - Inability to understand directions, expectations, or consequences.
    - Low frustration tolerance
    - Repeated failures
    - Lack of self-esteem

Rudolf Laban's Movement Concepts in MLT

- <u>Body Awareness</u>
- <u>Flow</u>
    - Free and Bound
- <u>Weight</u>
    - Strong and Gentle
- <u>Space</u>
    - Direct and Indirect
    - Open and Closed

Jungle Dance

Don Taylor

- <u>Time</u>
    - Slow and Fast

Autism Spectrum Disorder

- Characteristics May Include:
    - Difficulty with communication and expressing needs; may point, use gestures, or use other nonverbal forms of communication such as pictures or icons;
    - Repeating words or phrases, echolalic;
    - Unresponsive to verbal cues or directions; may appear to be dea due to unresponsiveness;
    - Dificulty interacting with peers; minimal spontaneous socialization;
    - Oversensitivity or undersensitivity to stimuli or to pain;
    - Resistance to change; insistence on reoutine;
    - Minimal direct eye contact;
    - Odd or unusual play, particularly sustained play or attachment to objects

- Alternative and Augmented Communication (AAC)
    - Pointing to pictures, story boards, etc.
    - Sign Language
    - Computers

- Possible Additions to an AAC System for Music:
    - Yes or No
    - Icon to represent music, or a picture of the music room
    - Pictures or drawings of instruments used in music
    - Pictures or drawings of props used in music
    - Names of favorite songs sung in music
    - Iconic representation of note values, such as for whole note, half note, quarter note, eighth note
    - Pictures related to the schedule or order of events in music, such as "hello song or opening song," "movement time," "play instruments," or "sing songs"
    - Picture or name of peer buddy in music
    - Picture or name of music teacher
    - Functional signs used for directions such as "stop," "play," "dance"

- Managing Difficult Behaviors:
    - Create Predictability.
    - Provide Alternative Goals.
    - Identify Events Before and After Behavior.
    - Provide IMMEDIATE Praise.
    - Provide a Communication System.
    - Teach Peers Positive Interaction Strategies.
    - Implement the IEP Consistently.

- Questions to Consider:
    - What items might elicit self-stimulating behavior?

- o What kinds of transitions might be difficult?
- o How can the structure of music facilitate routine and comfort?
- o How can music serve as a reward?

Visual Impairment
- Braille Notation
- Braille Translation Systems:
  - o http://www.rnib.org/xpedio/groups/public/documents/PublicWebsite/publi c_rnib003030.hcsp

Recommended Reading

Adamek, M. S. (2005). *Music in special education*. Silver Spring, MD: The American Music Therapy Association, Inc.

Knowlton, D. (1995). Managing children with oppositional behavior. *Beyond Behavior*, *4* (3), 5-10.

Valerio, W. H., Reynolds, A. M., Bolton, B. M., Taggart, C. C., & Gordon, E. E. (1998). *Music play: The early childhood music curriculum guide for parents, teachers and caregivers.* Chicago: GIA Publications.