

Using Music as a Successful Inclusive Modality - Tools, Strategies, Resources and Tips for All Educators

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Artstime, March 20-21, 2009

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A PREDICTABLE LESSON PLAN STRUCTURE

- A hello song – every name included.
- Movement to the beat.
- Use of a cooperative hands-on prop – scarves, rope, wands or parachute.
- Rhythm instruments.
- Game with partners, one by one turn taking.
- Choice making with pictures, each for a verse of a song.
- A good-bye song.

TACTILE ACTIVITIES

- Bubbles.
- Balloon Ball.
- Egg Carton filled with: objects that are smooth, rough, cold, hot, wet, sticky, furry, soft, bumpy, rubbery
- Puppets.
- Hats.
- Feather boas.
- Hawaiian Leis and grass skirts.
- Blanket – Baby-O game
- Plastic foods, Plastic tools
- Doll Clothes

MOTOR CONTROL - Songs with Stop and Start

- Song: **Wiggy Wiggy Wiggles** Album: *"SALLY THE SWINGING SNAKE"* 1987 Artist: Hap Palmer
- Song: **A Waiting Game** Album: *"Songames for Sensory Integration"*. Artist: Aubrey Lande MS, OTR and Bob Wiz
- Song: **Rock 'n Stop** Album: *"Songs for Creative Dance. Contrast and Continuum Vol 3"* Artist: Eric Chappelle
- Song: **Rock and Roll Freeze Dance** Album: *"So Big Activity Songs for Little Ones"* 1994. Artist: Hap Palmer
- Song: **PAUSE** Album: *"Movin'"* 1973. Artist - Hap Palmer

- Song: **The Freeze** Album: “*Kids in Motion*” 1987. Artist: Steve and Greg
- Song: **Silly Dance Contest** Album: “*Jim Gill Sings the Sneezing Song*” Artist: Jim Gill
- Song: **Heavy and Light** Album: “*Folk Dances of Terra del Zur*” Artist: Shenanigans

SONG LYRICS SERVE AS CUES

- Song: **Play Your Instruments** Album: “*Multi-Cultural Children’s Songs*” Artist: Ella Jenkins “Play Your Instruments and Make a Pretty Sound 3x

Let’s play a pretty sound.” OR “Now pass your instruments around.” “Listen just to ___”

- Song: “**What are You Wearing**” Album: “*Learning Basic Skills Through Music Vol.1*” Artist: Hap Palmer “If you’re wearing something green, stand up.” Or with buttons up the front, or glasses, or velcro on your shoes. Go in the middle of the circle is an option if they are in a chair.

BODY PART AWARENESS

- Head Shoulders, Knees and Toes

CHANTS TO STRUCTURE TURN TAKING

Chants to structure instrument solos:

- The _____ it makes a really neat sound.
_____ will play it and we’ll pass it around!
- Sam _____ play the _____ everybody listen!
_____ play the _____ listen to this!
(One child’s name and one instrument)
- **Billy and Sally play, everybody listen,**
_____ and _____ play, listen to this!
(Two children’s names)
- I’m having a party and who will come?
_____ come up here and play on my drum!
- My hands go up, up, up, My hands go down, down, down,

I'll give this to _____, so s/he can make us a sound!

MASSAGE, PROPRIOCEPTIVE INPUT

Pressure/massage/squeezing/weight – Also called STRONG WORK

- **An Austrian Went Yodeling**
- **Bicycle.** Parachute Express on the CD “Shakin’ It”
- **Going on a Bikeride.** Lynn Kleiner in the book/CD set “Babies Make Music!”
- **See Saw.**
- **Jack Be Nimble.** Ken Guilmartin in “Music Together”.
- **Climbing up the Mountain.**
- **Coconut Soap.** Frank Leto, on the CD “Time for Music.”

MARCHING

Marching provides great benefit to children who lack postural control, or beat competency (neuroscience educator Dee Joy Coulter) It is a great social activity - everyone can have a turn being the leader. Use instruments, hoops, wands, flags.

- Song: **Children’s March** Album: “Silver Burdett World of Music Kindergarten”
- Song: **Hooray March** Album: “Jump Start Action” Songs Artist: Ronno
- Song: **The King’s March** Album: “Children’s Dances of Terra Del Zur” Artist: Shenanigans
- Song: **The Friendship March** Album: “We All Live Together Vol. 1” Artist: Greg and Steve
- Song: **The Parade Came Marching** Album: “Great Big Fun” Artist: Tom Chapin

SONGS WITH PREDICTABLE REPETITION

to be used with pressure switch or instruments

- All Around the Kitchen
- Allison’s Camel
- Angel Band
- Brush Your Teeth
- Ten in the Bed (Roll Over)
- Galump went the Little Green Frog
- Going on a Picnic
- Mr. Froggie Went a Courtin

- Green and Speckled Frogs
- Hot Cross Buns
- John the Rabbit
- Mail Myself to You
- Old MacDonald
- Shoo Li Loo or Just From the Kitchen
- Shortnin Bread (Taj Mahal)
- Skin and Bones
- Soup, Soup (Bessie Jones)
- Today is Monday
- When I First Came to This Land

USE OF VISUALS OR OBJECTS

Pictures of all kinds can be found at Google Images: <http://images.google.com>

Use of pictures --- each child gets a turn to choose a picture and then the teacher sings that in the next verse:

- Food pictures (**Today is Monday; Going on a Picnic, Aiken Drum**)
- Transportation Pictures (**Riding in the Car, Going for a Ride**)
- Clothes pictures (**Going on a Trip Going to Pack my Suitcase**)
- Animal Pictures (**Grandpa's Farm, Old MacDonald, Going to the Zoo, Little White Duck, Bought Me a Cat, When Cats Get Up in the Morning** and Song: **Do the Monkey** Album: "Say G'Day" Artist: Genevieve Jereb)

VISUALS - One for Each Verse of a Song

Big Books from www.nellieedge.com or Wright Group

Copy individual pages and laminate them. The student's job is to hold up his/her picture when we get to that verse.

- Song: **Down by the Bay** Album: "*Singable Songs for the Very Young*" Artist: Raffi
- Song: **Down by the Sea.** Album: "*Down the Do-Re-Mi*" Artist: Red Grammer
- Song: **When I First Came to This Land.** Album: "*Diamond in the Rough*" Artist: Charlotte Diamond
- Song: **She'll Be Coming Around the Mountain.** Album: "*One Elephant Went Out to Play*" Artists: Sharon, Lois and Bram.
- Song: **Thorn Rosa** Album: "*Jump Jim Joe: Great Singing Games for Children*" Artists: Peter and Mary Alice Amidon.

ELASTABLAST ACTIVITIES Big elastic rope with felt cover) - www.dyenamicmovement.com

1. Bounce on chin, knees, toes, belly to the melody of "Old Joe Clark".
2. Row your boat,
3. Ride horses giddyap and stop to the William Tell Overture
4. Elevator Song.
5. Roller coaster song, has very very slow and very very fast
6. "Pass the rope around in a circle, pass the rope, through your fingers, pass the rope around in a circle, and pass till I say (and here is where MANY children who are basically non-verbal will add the word STOP!) "Who's touching green?" Then all the colors.
7. Songs in $\frac{3}{4}$ "The More We Get Together" sway side to side and put their names into the song.
8. " Bayou Both Step" by Eric Chappelle has 2 meters, listen carefully and switch from bouncing to swaying when the song does.
9. See Saw .
10. To the melody of Farmer in the Dell "Put the rope behind your neck, the rope behind your neck, Hi Ho the Derrio the Rope behind your neck." (under your chin, Over your head, between your knees, inside your elbow." Etc.
11. To the melody of "Old Brass Wagon" Suzie and Eric go dance in the middle, you're the ones my darlings." Then two other children. Prompt to go over or to go under the rope to get into and out of the middle.
12. The Entertainer, alternate side to side, bounce and rowing.

AUDITORY ACTIVITIES

- Hear environmental sounds and point to the corresponding picture.
Albums by Tune Tales, Silver Burdett Kindergarten curriculum
- Hide an instrument, play it and have the child guess what it is – perhaps by pointing at a picture.
- Motivate vocalization and listening with microphone, whirly tube, piping.
ALSO promotes in-tune singing and matching of pitch.
- Goal: Accept Sensory Input - Auditory and vibrational stimulation from chimes, gongs, didgeridoo, singing bowls, and resonant drums.

Music for Special Education Students - Resource List from Wendy Zieve

Articles

Baney, Cynthia Ensign. (1999) Early Childhood News "Wired for Sound: The Essential Connection Between Music and Development"
http://www.gymboree.ch/pdf/articles/wired_for_sound.pdf

Humpal, M. (1991). The effects of an integrated early childhood music program on social interaction among children with handicaps and their typical peers. Journal of Music Therapy, 28 (3), 161 - 177.

Hughes, J.; Robbins, B.; McKenzie, B.; Robb, S. (1990). Integrating exceptional and non-exceptional young children through music play: A pilot program. Music Therapy Perspectives, 8, 52 - 56.

Hussey, David L. and Layman, Deborah M.M., MT-BC. (2003) "Music Therapy with Emotionally Disturbed Children." Vol. XX, Issue 6. Psychiatric Times
<http://www.psychiatrictimes.com/article/showArticle.jhtml?articleId=175802471>

Standley, J. and Hughes, J. (1996). Documenting developmentally appropriate objectives and benefits of a music therapy program for early intervention: A behavioral analysis. Music Therapy Perspectives, 14 (2), 87 - 94.

Web Sites that are good Resources

American Music Therapy Association <http://www.musictherapy.org>

American Sign Language Browser. <http://commtechlab.msu.edu/sites/aslweb/browser.htm>

Coast Music Therapy; Music-Assisted Learning – see the extensive "tips" section
<http://www.coastmusictherapy.com>

Dancing Colors c/o Emily Day, Scarves and videos. <http://www.dancingcolors.com>

Dye-Namic Movement Products, Inc. Sells the Elastablast. www.dyenamicmovement.com

Life Light Books Lynne and Caspian Banki wrote the book "What Autism Means to Me" and she gives presentations for elementary school-aged children. www.LifelightBooks.com

Nellie Edge Products. Books which are songs, song/sign videos. <http://www.nellieedge.com>

Prelude Products. Visual Aids Kits containing songs and accompanying patterns, books of songs that target specific learning objectives. Also *Teaching Social Skills*.
<http://preludetherapy.home.att.net/>

Rivanna Music CDs. *My Turn, Your Turn – Songs for Building Social Skills* Web site has downloadable boardmaker pages. www.rivannamusic.com

Silver Lake College Dept. of Music catalog – very reasonable bean bags, balloon bag, finger puppets Email mwagner@silver.sl.edu

Start the Music A Report from the Early Childhood Music Summit sponsored by MENC: The National Association for Music Education , the National Association for the Education of Young Children and the U. S. Department of Education and supported by TEXACO, Inc.
<http://www.menc.org/guides/startmusic/stmreport.htm>

Start with the Arts A curriculum which assists young children, with and without disabilities, in exploring through the arts thematic topics commonly taught in early childhood programs. Start with the Arts capitalizes on the inherently motivating nature of the arts to engage young children in exploring, creating meaning, and expressing their ideas about topics under study.
<http://www.vsarts.org/x584.xml#1>

Tuned into Learning. 1-877-tuned-in Research-validated program of music assisted curriculum and visual supports to teach social skills and pragmatics, basic language, daily living skills, discrete trial teaching, speech and oral motor skills and motor skills.
<http://www.tunedintolearning.com>

West Music Company Catalog - on-line source for music therapy books and supplies and adapted equipment <http://www.WestMusic.com>

Books:

Adamek, Mary and Darrow, Alice-Ann. (2005) *Music in Special Education*. Available through the American Music Therapy Association Website, in the products section.
<http://www.musictherapy.org/products/products.html> (scroll down to "From the Library")

Birkenshaw-Fleming. (1993) *Music for All. Teaching Music to People with Special Needs*. & (1989) *Come on Everybody let's Sing!* Gordon V. Thompson Music.
<http://www.birkenshawfleming.com/main/publications.htm>

Brunk, Betsey King.(1999) *Music Therapy-Another path to learning and communication for children in the autism spectrum*. Published by: www.futurehorizons-autism.com.

Clark, Cynthia and Chadwick, Donna. (1980) *Clinically Adapted Instruments for the Multiply Handicapped*.

Humpal, Marcia and Colwell, Cynthia (Ed.). (2006) *Effective Clinical Practice in Music Therapy Monograph: Early Childhood and School Age – Educational Settings. Using Music to Maximize Learning*. Available through the American Music Therapy Assoc. Website.
<http://www.musictherapy.org/products/products.html> (scroll down to "From the Library")

Covers eligibility for music therapy services, legal aspects, assessment processes, service delivery models, music therapy methods used in schools, technology, etc.

Kleiner, Lynn *Kids Can Listen, Kids Can Move, Babies Make Music! , Kids Make Music! Jungle Beat* and more. <http://musicrhapsody.com/books.php4#tb>

Thaut, Michael (2005) *Rhythm, Music and the Brain - Scientific Foundations Clinical Applications*. Routledge, Taylor and Francis: New York, London.
<http://www.colostate.edu/depts/cbrm>

Includes research based protocols for the biomedical applications of neurologic music therapy in sensorimotor, speech, and cognitive rehabilitation.