

Students with Special Needs

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Students with Special Needs

Goals

- 1. Identify areas you may wish to investigate.
- 2. Offer information applicable to your studio.

Your Frame of Mind



How many of us have training in teaching students with special needs?

- 1. Experiences with past students
- 2. Needs of current students
- 3. Hesitation towards teaching students with special needs
- 4. Sub-specialty of studio

First Point of Contact Text Phone Interview



What should I know about how your child learns? What are your concerns about how your child learns?

Are there learning challenges? What are they? Does your child receive accommodations?

The parent's response:

Yes.

No.

I wouldn't know.

Labels You May Hear



Autistic

ADHD

ADD

Auditory Processing Issues

Sensory Processing Issues

Dyslexia

Dysgraphia

Obsessive Compulsive Disorder

Anxiety Disorder



New DSM V! Autism Spectrum Disorder

- A. Difficulties in social use of verbal and non-verbal communication
- B. Restricted or repetitive patterns of behavior
- C. Symptoms appear in early development period (masking may hide)
- D. Symptoms cause impairment in current situation

This is a summary only. Please google the criteria for the "DSM V Autism Spectrum Disorder".



Common Characteristics

- Attention issues
- Confusion with written or aural communication
- Social awkwardness due to inability to read social cues in differing contexts

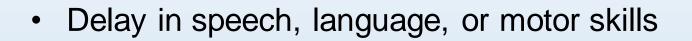


Auditory Processing Issues

- Trouble listening to or following instructions
- Needs to have directions repeated
- Frequently asks "What?" or "Huh?"
- Difficulty differentiating similar-sounding words

Sensory Processing Issues

cultivating



- Hyperactivity or Hypoactivity
- Overly-sensitive to touch, sound, smell, taste, or textures
- Withdrawal or over-reaction to situations
- Craving for movement

Dyslexia



- Symptoms increase with sickness, time pressure, or emotional stress.
- Learns best through experiences.
- May confuse right/left, over/under.
- Draws letters from the line upward.
- May not test well.



What You Hear and See in the Music Studio

- Difficulty grasping how hands are built opposing.
- Difficulty saying music alphabet backwards or starting in the middle of the sequence, like on "f".
- Unable to find or keep a steady beat.
- Recoiling at high pitches or loud sounds.
- Difficulty hearing or singing pitch.
- Difficulty in recalling what learned symbols mean.
- Difficulty in tracking music from left to right.

Adopt a Plan



- Assess student behaviors during a lesson.
- Design your "difficult" conversation with parent.
- Record a lesson to assess your teaching approach.
- Design a lesson routine.
- Laminate the lesson routine on a non-white visual template.

Teaching Approach

- Focus on steady beat and rhythm first.
- Deconstruct all aspects of reading music.
- Teach theory through technique at keyboard.
- Construct variety of activities.
- Build motivation. Praise focus, hard work, effort, an accomplishment.



Lesson Routine



- Welcome 3-5 minutes
- Rhythm (games & keyboard) Review patterns; teach new patterns.
- Pitch and reading note names. Review pitch skills being mastered. Add new skill. Teach part of a song by ear/rote.
- Performance. (Memory) Pretend performance routine. Always have a review piece ready to play.
- Technique. Review technique practiced and add next skill/theory.
- Lesson Book. Review assignment. Add new lesson pages as ready.
- Review assignment book for the following week's practice. (Binder with everything on colored paper.)
- Closing. 3-5 minutes. Play the same rhythm game each week to close the lesson.





- Purchase a couple of Irlen colored overlays for your studio.
- Use Kodaly rhythmic syllables for teaching rhythmic duration and rhythmic patterns.
- Use Curwin (Kodaly) hand signals for learning to reproduce pitch.
- Teach lots of patterns and positions/keyboard typography/technique.
- Teach concepts and skills ahead by aural and technique skills so that when student encounters "new" skill in method book, the student thinks he/she is quite successful.



 Use short sentences. Enact the "Pirate and the Parrott," or develop another prop which is of their interest.

Tips

- Think "The Song that Never Ends" Repeat information.
- Train and teach through aural skills. If there is a good ear, use it.
- Avoid words like "over" "under" "left" "right".

Tips



- Develop physical games, i.e., walk alphabet backwards. Jump skips while saying alphabet or make an alphabet mat. Half/step/whole/step game.
- Teach how to practice. Use a "detective" or "spy" game to find "clues" and "patterns".
- Add words to melodies without words, or add new lyrics.
- Pay attention to body language. Posture maybe difficult to maintain and look for signs of discouragement.

Tips



- Make patience a game for yourself. Find a word you can say to yourself to remember patience. Reward yourself.
- Schedule a 45 minute lesson.
- Schedule a 5-15 minute break on your teaching schedule after the student's lesson.
- Remember the parent. (You have the student once a week. The parent has the student 24/7.)
- Address, as an association, how to handle theory tests and festivals.



Good Teaching is Good Teaching

Present a scenario. Frame some possible solutions.

Questions