

MEMT 407
Exceptional Child in Music Education
Fall 2006
Course Syllabus

Class Information Tuesdays and Thursdays 9:30-10:45 am
575 Murphy Hall

Instructor Cynthia Colwell, PhD, MT-BC
448C Murphy Hall, 864-9635
ccolwell@ku.edu
OH: M 1:00, T, & Th 2:00

Texts:

Darrow, A. A, & Adamek, M. (2005). *Music in Special Education*. Silver Spring, MD: American Music Therapy Association.

*You will need to purchase this text from the American Music Therapy Association (AMTA). Their website is www.musictherapy.org. You can find ordering information on this site. The price for nonmembers of AMTA is \$55. AMTA members get a reduction.

MENC. (2004). *Spotlight on Making Music with Special Learners*.

*You will need to purchase this text from the publisher, Rowan and Littlefield Education. List price is \$24. MENC members get a reduction to \$16.80. I believe there is a 15% further reduction for ordering online. Their website is <http://www.rowmaneducation.com/Catalog>

Course Goals:

- To acquaint the student with the current literature, research, and laws in music education for children and youth with disabilities in early intervention and K-12.
- To establish an awareness of the responsibility and commitment associated with the profession of special music education through lectures and observations.
- To participate in a field simulation of an assigned disability.
- To discuss teacher and student attitudes which facilitate and/or hinder the inclusion of students with a disability.
- To examine adapted musical instruments, musical literature, curricula, software, and technological devices useful in the inclusive music classroom.
- To review vocabulary/appropriate terminology pertinent to the inclusive music classroom.
- To develop lesson plans adapted for children and youth with disabilities commonly found in early intervention and K-12.
- To identify methods of evaluation and assessment appropriate to the inclusive music classroom.

Policies:

Attendance and Assignment Due Dates:

Attendance is required and will be taken regularly. Two unexcused absences are permitted throughout the semester. Students are responsible for obtaining information and materials missed due to absence. In preparation for your professional career, timely documentation is assumed. Due dates for class assignments are provided on the calendar. All assignments must be submitted in class on the due date. Assignments are not to be handed in to the instructor's office or mailbox. Late points will be assigned at the discretion of the instructor.

Confidentiality:

Throughout this course, students will be exposed to sensitive and personal information regarding students' symptoms and treatment. Please respect the dignity of these individuals by not discussing teaching observations outside of the classroom.

Professional Behavior and Appearance:

During the music observations, students may have the opportunity to interact with students and professional staff. In these situations, students are expected to conduct themselves in a friendly and courteous manner and to observe the following dress code:

“Student music educators must maintain a professional appearance when attending music education classes in the public schools. Please refrain from wearing jeans, tee-shirts, mini-skirts, shorts, flip-flops, tennis shoes or hats and from showing midriff.”

Individuals with Disabilities:

Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor personally as soon as possible so arrangements can be made to ensure an optimum educational experience.

Grading:

A= 93-100
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C - = 70-72
D+ = 67-69
D = 63-66
D- = 60-62
F = < 59

Materials:

Buy a 2” three ring binder.

Course Assignments

1. **Field Simulation 10 points**

This assignment has two parts.

Part 1

As an individual, each student will be assigned a disability to simulate during his/her morning routine (getting up, showering, dressing, eating breakfast, etc.) prior to leaving for school/work).

Part 2

In pairs, students will simulate a different assigned disability in a public venue (restaurant, grocery store, mall, walking downtown). One student will simulate while the other student acts as an aid. These roles will be reversed and the activity repeated. Students will be asked to simulate the disability for a minimum of one half hour each. Each student will write a 3-5 page double-spaced, typed paper outlining the following information using these as headings:

- personal reaction to the simulation experience
- reaction as the aid to the simulation experience
- observation of reactions of individuals around them
- difficulties that were encountered during the simulation
- issues that they a prior felt would be difficult but weren't during the simulation

2. **Observation of Students with Disabilities 15 points**

Students will observe individuals with disabilities in a music therapy setting. Students will observe for a total of 5 hours. They may or may not observe the same individual for all 5 hours. A written observation report will be completed at the conclusion of the observations. This can be written in paragraph or bulleted format.

The Observation Report will include:

- a one paragraph description of each of the disability categories that you observed, i.e., child with autism, therefore, describe autism
- a one paragraph description of each session that was observed
- list what non musical objectives were being addressed in each session
- from your observations, list what behaviors you observed might potentially cause you to make adaptations in the musical classroom
- for each of these behaviors, make suggested adaptations for this individual that will promote success in the music setting

3. **Adapted Music Materials 10 points**

Presentation of adapted music materials (instrument, music, software, audio system, etc.) for students with disabilities. The student will choose the disability.

4. **Adapted Curricula 20 points**

Presentation of adapted curricula (in your emphasis area: instrumental, choral, general music, early intervention). This is a small group project and will include the overall approach to the area, adapted specific lesson plans, and adapted methods of assessment. Groups will be asked to adapt the unit based on disability areas covered in class that will be assigned by the instructor.

Calendar

<u>Date</u>	<u>Topic (Assignment)</u>
Aug 17	Introduction to the Course (Names, Index, Personality) Disability Survey Assign Field Simulations (complete pros and cons) Determine Small Groups for Adapted Project
Aug 22/24	Chapter 1: Current Profile Chapter 2: History/Laws
Aug 29/31	Chapter 3: Principles and Practices Spotlight: Lapka Chapter 4: Teaching Strategies Spotlight: Debrot
Sept 5/7	Test #1 (Chapters 1-4) Discussion of Adapted Music Materials Discussion of Music Observations Spotlight: Wass, Hammel Field Simulation Report Due (September 7)
Sept 12/14	Chapter 5: Behavior Management Writing Goals and Objectives Spotlight: Gardstrom
Sept 19/21	Chapter 6: Service Models Writing Lesson Plans for Music Settings
Sept 26/28	Chapter 7: Behavior Disorders/ADHD Spotlight: Freer Choose tune/concept for Curriculum Project
Oct 3/5	Chapter 8: Cognitive Disabilities Spotlight: Still Turn in class description for Curriculum Project
Oct 10/12	Test #2 (Chapters 5-8) No Class Oct 12 due to Fall Break
Oct 17/19	Chapter 9: Autism Spectrum Disorders Spotlight: Howell, Robe Turn in timeline/outline for Curriculum Project Chapter 9 (cont): Speech/Language Disorders
Oct 24/26	Chapter 10: Vision Loss Spotlight: Siligo, Struck Discussion of Inservice Project

- Oct 31/Nov 2 Chapter 11: Hearing Loss
Spotlight: Brown, Schraer-Joiner
Turn in lesson plans for Curriculum Project
- Nov 7/9 Chapter 12: Physical Disabilities
Spotlight: McCord
Assignment of disabilities for Curriculum Project
- Nov 14/16 Chapter 12 (exten): Health Issues
Spotlight: Tweedle
Small Group work for Adapted Curricula Presentations
- Nov 21/23 **Test #3 (Chapters 9-12)**
Turn in Observation Report
No Class November 23 due to Thanksgiving Holiday
- Nov 28/30 **Adapted Curricula Presentations (date to be assigned)**
- Dec 5/7 **Adapted Curricula Presentations (date to be assigned)**
- Final Examination, Tuesday, December 12th, 7:30-10:00 am**
Turn in Inservice Project no later than 10 am.
It can be turned in prior to this date if completed.