

## Rubric for the Inservice Project

### Summary of the Assignment

You have been asked to present an inservice to all other music educators in your district (new and old, K-12, choral, strings, band, general music). You have been given a two-hour slot on the next inservice day. This is a group project. You will be assigned in either pairs or groups of three dependent upon the enrollment in the class.

You will be assigned one disability category (i.e., autism) or one collective group (i.e., sensory impairments-hearing and vision). You will need to cover: characteristics, potential problems in a variety of music settings, appropriate adaptations, where and how they can get help

### Evaluated Components

Name: \_\_\_\_\_ Disability: ADHD

#### Detailed Outline

- timings for each component ✓
- detailed, clear, easy to follow ✓
- information on facilitation of group discussion ✓
- use of audio or visual media ✓
- description of a small group activity ✓
- section on dealing with negativity (teachers or parents) ✓

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#### One Page Handout ✓

- one page or one page front and back ✓
- room for taking notes ok
- appropriate contact information ✓

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#### Powerpoint Slides

- minimum of 10 slides ✓
- appropriate content ✓
- visual clarity ✓
- use of graphics/photos/color to enhance slides ✓

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#### Comments

Final Grade

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## Music Instruction & ADHD: Making It Work Through Student-Centered Learning

### What is ADHD?

- A problem with inattentiveness, over-activity, impulsivity, or any combination. Students must be out of the normal range for the child's age and development to be diagnosed with the disease.

### ADD vs. ADHD—Tell Tale Signs

#### ADD

- Sluggish
- Honors other's boundaries
- Obedient
- Underassertive
- Overly Polite
- Docile
- Modest
- Shy
- Socially Withdrawn
- Bonds with others but doesn't attract friends
- Disorder/Conduct Disorders

#### ADHD

- Physically Hyperactive
- Impulsive
  - Intrusive
- Rebellious
- Impulsive
- Bossy
- Irritation
- Show Off/Egotistical
  - Attracts friends but doesn't easily bond
  - More prone toward Oppositional Defiant

### Statistics/Frequencies

- 3-5% of School-Aged Children have ADHD. A recent study shows that this could be as high as 7%.
- Boys outnumber girls 5:1.

### Suspected Causes

- Biologically based
- Neurological
- Inherited
- Glucose production deficiencies
- Development problems due to use of drugs, alcohol, tobacco?

### Interventions

- Medications—Ritalin, Adderall
- Cognitive-Behavioral Techniques
- Applied Behavioral Analysis (ABA)
- Positive Behavioral Support (PBS)

### Applied Behavioral Analysis (ABA)

- *Definition—Applying scientific methods (description, quantification, analysis) to improve socially important behaviors*
- Focus(es) for the Teacher:
  - Define problem behaviors in environment objectively
    - If the behavior is being disruptive, make it measurable (e.g. “number of times yelling out or leaving seat”)

- Arrange environment
- Measure/Evaluate target behavior
- Provide consequences for undesirable behaviors
- Teach desirable behaviors through reinforcement-based opportunities

### **Positive Behavioral Support (PBS)**

- *Definition—A range of preventive and positive interventions designed to create a supportive and successful environment for students who exhibit social and academic problems; a research-based approach intended to address all aspects of a student's problem behavior; designed to improve quality of life, reduce problem behaviors, and develop positive interventions.*
- Focus(es) for the Teacher:
  - Change the environment to remove triggering events
  - Teach new skills to replace problem behaviors
  - Eliminate/Minimize natural rewards for problem behaviors
  - Maximize rewards for problem behaviors

### **How Exactly Does This Relate to Music...?**

- Most students find music fun—we're lucky!
- Use this to your advantage by creating a student-centered learning experience
- Finding success:
  - Carefully plan each rehearsal/class period
  - Form a structured environment
  - Have patience
  - Have a good attitude
  - Hold high expectations for all students

### **The Music "Two-Step"**

- Step 1: Why are my students off-task?
  - They need active engagement.
  - The environment prompts negative behaviors.
- Solutions:
  - Close proximity to teacher/student leaders
  - Active engagement!
- Step 2: How Do I Do That?
  - Tips for Active Engagement:
    - Give clear, precise directions
    - Use the student's name and look at them
    - Clearly define your expectations
    - Think "do" when you think "don't"
    - Avoid labeling students
    - Stay calm, patient, and cool.

### **Help Me!**

- Peruse websites on ADHD—particularly helpful are association websites on ADD or ADHD

- Contact me at
- Collaborate with others, ask your mentors

**Music Instruction & ADHD: Making It Work Through Student-Centered Learning**  
*Presentation Outline*

I.	Introduction	5:00	(5:00)
	a. About Me		
	i. About My Program		
	ii. Experiences with Students with ADHD		
	b. About You		
	i. Introductions Throughout Room	10:00	(15:00)
	ii. Break up into groups (either by level or area)		
II.	ADHD		
	a. What is ADHD?	3:00	(18:00)
	i. Definition		
	ii. How it works with IDEA		
	b. ADD vs. ADHD		
	i. Characteristics of each	3:00	(21:00)
	ii. Group Activity—ADD or ADHD?	5:00	(26:00)
	c. Learning More About ADHD		
	i. Relationships to Behavior Disorders	3:00	(29:00)
	ii. Tendencies	2:00	(31:00)
	iii. Statistics	3:00	(34:00)
	iv. Suspected Causes	4:00	(38:00)
	d. Interventions		
	i. Medications/Cognitive-Behavioral	2:00	(40:00)
	ii. ABA		
	1. Definition	2:00	(42:00)
	2. Teacher Focus	2:00	(44:00)
	3. Examples	2:00	(46:00)
	iii. PBS		
	1. Definition		
	2. Teacher Focus		
	iv. Group Activity—ABA or PBS?	10:00	(56:00)
	v. Video—ADHD & ABA/PBS Intervention	10:00	(1:06:00)
III.	BREAK	9:00	(1:15:00)
IV.	Switch into another group—someone you haven't met	2:00	(1:17:00)
V.	How does this all relate to music?		
	a. Applications to Music	3:00	(1:20:00)
	b. Creating the Student-Centered Learning Experience		
	i. Necessities for Success	3:00	(1:23:00)
	ii. Step 1—Why?	4:00	(1:27:00)
	iii. Step 2—How Do I Fix That?	4:00	(1:31:00)
VI.	Help Me!		
	a. Powerpoint Resources	3:00	(1:34:00)
	b. Contact Colleagues	3:00	(1:37:00)
	c. Group—Time for Sharing Experiences From Others	13:00	(1:50:00)
	d. Questions/Working with Problem Parents	10:00	(2:00:00)

**Using Audio/Visual Media:**

Along with the PowerPoint presentation, I will use actual video of classroom experiences in music with a student with ADHD. I will show two different class periods, one where ABA is used, the other where PBS is used.

**Group Activities/Discussions/Use of Music:**

Group discussions and activities will occur frequently during my presentation. I will first have each person in the room introduce themselves and tell about their teaching experiences and background. After each person introduces themselves, I will have them break up into groups either by amount of experience or by level/area of teaching. The ADD or ADHD activity will be structured so that each group takes a couple of characteristics of either ADD or ADHD and acts them out for the other groups who in turn will try to guess whether the person has ADD or ADHD. The ABA or PBS activity is very similar. The groups will be assigned to either ABA or PBS and will be asked to intervene with a person with ADHD. However, this activity will include music. The group will be asked to sightread a piece of music while another student is being off-task. After the break, the groups will change in preparation for the discussions at the end of the presentation on teachers' various experiences with ADHD in the music classroom.

**Talking with Problem Parents:**

Teachers should make it clear to the parents that the goal of teaching music is the education of all, regardless of ability or disability. They must assure the parent in a non-defensive way that working with the child with ADHD will not have a negative effect on their child's learning. Inclusion of these students in the music classroom does other students a lot of good—it gives them a better understanding of people who are different and allows for their acceptance. Frequently, the child with ADHD's inclusion leads to friendships with "normal" students that last throughout the child's schooling days.

Music Instruction & ADHD:  
Making It Work Through  
Student-Centered Learning

## Suspected Causes

### Biological causes

Neurological (especially traumatic brain injury)

### Environmental

#### Other causes (still being researched):

- Genetic factors (e.g. the effect of the gene, important differences in behavior, especially the ADHD and the autism gene. It is possible that ADHD and autism are in fact related and that the same gene causes both. It appears from the research that the genes are not directly connected and that they can be inherited.

- Researcher's view: It is therefore possible that the same gene may cause both ADHD and autism, but not in all cases. ADHD is caused by the same gene, but autism is caused by a different gene.

## Interventions

Frequently, medications are used including Ritalin and Adderall.

Cognitive Behavioral techniques have also shown effectiveness.

Two frequent approaches taken by schools:

- Applied Behavioral Analysis (ABA)
- Positive Behavioral Support (PBS)

## Applied Behavioral Analysis (ABA)

Pattern of systematic (i.e. applying methods of science) description, quantification, and analysis to improve behaviors of individuals in order to achieve socially desirable and functional goals that are relevant to the individual's behavior.

### Teachers' Goals for ABA

- To build the student's self-management skills
- To increase the student's level of independence
- To increase the student's self-regulation skills
- To increase the student's self-advocacy skills
- To increase the student's self-advocacy skills

## Applied Behavioral Analysis (ABA)

Define problem behaviors objectively

Refine terms like anger, aggression, and disruptive so that they are measurable.

Example:

- Behavior Disruptive: Tossing of objects, war
- Goal: Develop a strategy to manage disruptive behavior to reduce the frequency of disruptive behavior.

## Positive Behavioral Support (PBS)

Range of present and future interventions designed to promote and sustain successful environment for students who exhibit high or atypical behaviors.

Research-based approach intended to address all aspects of student's problem behavior.

### Designed to:

- Maximize positive behaviors
- Minimize problem behaviors
- Teach new skills that can reduce problem behaviors
- Eliminate negative external rewards for problem behaviors

## Positive Behavioral Support (PBS)

Three primary features:

- Functional Assessment
- Comprehensive Intervention
- Lifestyle Enhancement

Teachers should:

- Change the environment to reduce the number of problem behaviors
- Teach new skills that can reduce problem behaviors
- Eliminate Negative external rewards for problem behaviors
- Maximize rewards for replacement behaviors



## What Does This All Mean?!?

- This doesn't apply to music!
  - Or what it does!!!
- We are lucky--most students find music fun. It's the one class where they can find success.
- Teachers can have successes with these students through a student-centered learning experience.

## Creating the Student-Centered Learning Experience

- What do I need to be successful?
  - Careful plan for each rehearsal
  - Structured environment
  - Patience
  - Good attitude
  - High expectations for all students

## Step 1: Why?

- Why are my students off task?
  - They aren't actively engaged.
  - The environment prompts the behaviors.
- Solutions:
  - Close proximity to the teacher
  - Proximity to student leaders
  - Active engagement in activities

## Step 2: How Do I Fix That?

- Tips for Active Engagement
  - Clear, precise directions
  - Use the student's name and look at them
  - Clearly define expectations
  - Think "no" when you think to act
  - Use their personal examples
  - Avoid habits for the student
  - Stay calm, patient, and real

## Resources

- Adams, M. & Burgess, A. (2005). Music in Special Education. *Adapted Series*. (10). American Music Therapy Association.
- Gaer, D., Wolf, M., & Hays, R. (1997). Some Short-Circuit Diagnoses of Antisocial Behavior Analysis. *Journal of Applied Behavior Analysis*, 29, 317-322.
- Bates, T. ADHD Without Hyperactivity
- Hirtle, K. H., & Carr, E. G. (1997). Behavioral Support for Students with Severe Disabilities: Functional Assessment and Comprehensive Instruction. *Journal of Special Education*, 31, 93-104.
- Hadden, C. H., Hadden, C. R. (2000). *Teaching Disruptive: A Practical Approach for Educators and Counselors* (H. Ed.). Raleigh: Contemporary.

## Resources

- Sharp, M.D., & Levine, H. J. (2003). *Creating a Student-Centered Culture: A Practical Approach for Schools*. (3rd ed.).
- Silver, Averett, L., & Taylor, R. (2011). *Classroom Management: A Practical Approach for Schools*. (2nd ed.).
- Turnbull, B., Turnbull, L., Shubert, M., Wechsler, M., & Zins, J. (2002). *Effective Classroom Management: A Practical Approach for Schools*. (2nd ed.).
- U.S. Dept. of Education, Office of Special Education Programs. (2002). *Guidelines for Effective Classroom Management: A Practical Approach for Schools*. (2nd ed.).
- U.S. Department of Education, Office of Special Education Programs. (2002). *Guidelines for Effective Classroom Management: A Practical Approach for Schools*. (2nd ed.).
- Center for Parent and Family Involvement
- What Causes ADHD? Attention Deficit Hyperactivity Disorder