

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: MR

Detailed Outline

4 / 5

- 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)?

One Page Handout

4 / 5

- one page or one page front and back
- room for taking notes *minimal*
- appropriate contact information - *no*

Powerpoint Slides

5 / 5

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

Comments

excellent powerpoint with imbedded clips) + 1

Final Grade

14 / 15

Timetable of Presentation on MR

- 5 min: What is mental retardation? AAMR and DOE definitions.
- 5min (10): What does this mean? What are the characteristics of MR. How might this affect classroom behavior.
- 5min(15) Causes of MR. What are the factors that cause MR and when in life does that happen.
- 10min(25): Keys to success. How do you set up the classroom and your teaching to have success with a student with MR.
- 30min Example, unadapted lesson (60min): Music listening lesson
- 15min (70min): Possible adaptations? How the lesson could be slightly change so everyone is involved and has the opportunity to learn.
- 30min (100min): Discussion (small-group). What would a typical lesson in your subject area entail? What adaptations might you have to make?
- 20min (120min): Discussion. What will you do to create an inclusive learning environment for everyone?
- 1min(121min): Video: a few parting thought on what education is and what it means to teach.

Mental Retardation in the Classroom

What is MR?

- -“Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance”-U.S. Department of Education
- “Mental retardation is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18”- American Association on Mental Retardation

How to adapt:

- Motivate the student: without self-motivation success for the student is near impossible.
- Create a normal environment: get other students to see the students with MR as just another person and not a “special” person.
- Create a controlled environment: Remove distractions from plain sight and seat the student in a place and around people that will help him or her stay focused.

Resources:

- National Information Center on Children and Youth with Disabilities (NICHCY) <http://www.cdc.gov/ncbddd/dd/mr5.htm#more>
- American Association on Mental Retardation: <http://www.aamr.org/>
- Many state departments of education web pages have information on specific services and other information on mental retardation.



