

# Inclusive Music for Diverse Needs

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## Inclusive learning

**(AITSL) Australian Institute for Teaching and School Leadership**

<https://www.aitsl.edu.au/research/spotlight/inclusive-education-teaching-students-with-disability>

Inclusion is a concept in education most often associated with minority groups and people who experience disability, but in fact, inclusion is about everyone. Inclusion is a human right (Declaration on the Rights of Disabled Persons 1975) a legal entitlement to all (*Commonwealth Disability Discrimination Act 1992*) and a core pillar of educational policy (Disability Standards for Education 2005).

“Inclusive education means that all students are welcomed by their school in age-appropriate settings and are supported to learn, contribute and participate in all aspects of school. Inclusive education is about how schools are developed and designed, including classrooms, programmes and activities so that all students learn and participate together” (DET 2015, p 2)

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*Despite challenges, children with various disabilities can and do learn to play musical instruments and can be involved in school music programs. Music teacher Stephen Zdzinski, in his article “Instrumental Music for Special Learners,” states, “Instrumental music teachers can successfully teach learners with a variety of disabilities to play band and orchestral instruments by making minor modifications to traditional instrumental teaching techniques and by employing techniques used primarily in special education.”*

<http://www.laparent.com/special-needs/choosing-musical-instruments-children-special-needs/>

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## In the Classroom

### BEHAVIOUR

- A need is not being met when behaviour is (or appears) antisocial (sensory, emotional etc).
- Learn ways to reduce the anxiety with your student (offer choices/time-out/rocking, etc)
- Keep a level voice and keep lessons structured — avoid expressing your frustration.
- Use transition activities to allow students to settle between activities and between classes.

### WHEN TEACHING...

- Maintain high but reasonable standards
- Always start with / focus on what the student *can* do
- Remember the initial aim is about building relationships and a safe learning environment.
- Sing in your classes as well as play — students can relate to the human voice for pitch.

- Praise effective effort — praise the skill not the person.
- Asking questions — allow students time to answer.
- Be aware of the needs of your students and how to accommodate them.
- Always make use of school resources. Ask for help! (Students will be on ILP's)
- Students may benefit from visiting and exploring the room prior to lessons commencing.
- Teach to routines.
- Use gestures and jargon-free language. Gestures reinforce speech.
- Consider alternative methods of communication and delivery of curriculum: PECS cards, makaton or key word signs, audio, handouts, youtube, group work, discussions, working alone, modelling, checklists, etc.
- Visual stories and visual schedules reduce stress, help routines, provide structure to the day, ease transitions, supports learning visually, builds self-esteem.
- Balance wider outcomes (social, emotional, etc) with musical and technical outcomes.

## LANGUAGE

The language we use with and about students always matters.  
Focus on what is expected rather than what is not expected.

- In Australia, disability first language applies: person with autism, person with vision loss, person with disability. Always check with the person when possible for their preferred terminology.
- Positive language benefits all students:
  - 'Show me your best posture' rather than 'Stop slouching'.
  - 'Let's see how relaxed your hand can be' rather than 'Don't grip'.
  - 'How quietly can you hold that drum' rather than 'Don't hit the drum'.
- Labelling students should be avoided. Every person is different.
- 'High' and 'Low' functioning should be avoided. ('High' ignores required supports, 'Low' ignores strengths).
- Correct language is easily referenced online and is community driven.

## REPertoire

- Simplify or modify repertoire if necessary.
- Provide recordings to students who need it.
- Reduce amount (or type) of repertoire when necessary.

## Curriculum

### DIFFERENTIATION IN THE MUSIC CLASS

**Differentiation:** Differentiation is when all students undertake the same learning task but a variety of outcomes is expected. Students work towards a personalised outcome set for their ability level.

All **accommodations** and **modifications** are to be considered in the planing and the delivery of the lesson or rehearsal. Below are some examples:

| <p style="text-align: center;"><b>Accommodations</b></p> <p style="text-align: center;"><i>Accommodations change how a student learns or is tested without changing the learning goal.</i></p> | <p style="text-align: center;"><b>Modifications</b></p> <p style="text-align: center;"><i>Modifications change the learning goal for the student.</i></p> |
|--|---|
| Provide recordings   | Simplify music — range, rhythm, standard  |
| Alternative way of presenting performances; filming, audio, smaller audience (maybe just the teacher, or the teacher and a friend).  | Reduce repertoire (number of pieces) for performances, concerts or assessments.   |
| Enlarged font, alternative formatting (MIDI, audio, electronic), different coloured paper, etc.  | Many fingerlings marked, English instructions (forte/ allegro etc).   |
| Notation with letter names, colour coded, fingering marked.  | Less demanding bowing/technical skills required.  |
| Assessment is the same as others in the class.   | Assessment is different to others in the class.   |

**I do**

Modelling and demonstration, including out-loud verbalising of process of examples and also of non-examples.

**We do**

Guided instruction together with the teacher.  
This is done out-loud and step-by-step.

**You do**

Student demonstrates the task.

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**I do, You do, We do**  
***Evidence based teaching.***

<https://www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/>

**I Do, We, Do, You Do**  
***High impact teaching strategies in action: Differentiated teaching***

<https://www.education.vic.gov.au/school/teachers/classrooms/Pages/approacheshitsdifferentiation.aspx>

PDF Download: <https://www.education.vic.gov.au/Documents/school/teachers/support/Expired/0000highimpactteachstrat-expired.pdf>

## Resources

### **Meeting the Needs of Students with a Disability**

<https://www.australiancurriculum.edu.au/resources/student-diversity/meeting-the-needs-of-students-with-a-disability/>

*The Australian curriculum: Students with disability represent a significant number of students accessing the Australian Curriculum. Students' individual strengths and abilities should be central to the teaching and learning planning process.*

### **Program for Students With Disabilities Report (PDF), p14.**

<http://www.education.vic.gov.au/Documents/about/department/PSD-Review-Report.pdf>

### **An Adaptation Tool Kit for Teaching Music - ERIC (Downloadable PDF)**

by C McDowell · 2010 · Cited by 16 — Music-**education** majors often struggle when making classroom and curricular modifications for their lesson plans during their university coursework.  
<https://files.eric.ed.gov/fulltext/EJ879595.pdf>

### **Preparing Music Educators to Work with Students with Diverse Abilities:**

An Introduction to Music Therapy

Elizabeth Mitchell, USA

Western University, emitchel@uwo.ca

<http://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1040&context=tips>

### **Victorian Curriculum and Assessment Authority (VCAA)**

Music Levels A - D - Students with disabilities

<http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/music/musiccmt.aspx>

### **Australian Disability Clearinghouse on Education and Training**

<http://www.adcet.edu.au/students-with-disability/disability-and-discrimination/>

### **Differentiated Instruction in the Elementary Music Classroom, by BethAnn Hepburn**

<http://flmusiced.org/flmusicapps/Sessions/Handouts/>

*2015/2455\_HepburnFMEADifferentiated\_Instruction\_with\_Orff\_Schulwerk\_in\_the\_Elementary\_Music\_ClassroomFMEA.pdf*

### **Diana Browning Wright**

Diagnostic Center, Southern California

“Accommodations, Modifications and Differentiated Instruction: Better Outcomes for Classroom Performance and Standardized Testing”

[www.pent.ca.gov/acc/accom\\_2.5lrp.pps](http://www.pent.ca.gov/acc/accom_2.5lrp.pps)

George Lucas Education Foundation: Defining Differentiated Instruction

<https://www.edutopia.org/blog/differentiated-instruction-definition-strategies-alber>

# Language

## **Inclusive Language**

Australian Network on Disability

<https://www.and.org.au/pages/inclusive-language.html>

## **Of Interest:**

### **Differentiated Instruction in the Secondary Classroom: Analysis of the Level of Implementation and Factors that Influence Practice**

Duane Kiley

<http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1429&context=dissertations>

### **The Melbourne Symphony Orchestra - Pixar In Concert**

Relaxed and autism friendly performance - Example of a comprehensive Visual Story.

<http://melbournesyphonyorchestra-assets.s3.amazonaws.com/assets/File/3764.pdf>

### **Differentiated Instruction In Action**

<https://s3.amazonaws.com/media.guidebook.com/upload/28658/extra/Differentiated.pdf>

### **Good Music Brighter Children**

Sharlene Habermeyer, MA

[www.goodmusicbrighterchildren.com](http://www.goodmusicbrighterchildren.com)

### **Choosing Musical Instruments For Children With Special Needs**

<http://www.laparent.com/special-needs/choosing-musical-instruments-children-special-needs/>

# Autism Spectrum

## **PBS - Positive Behaviour Support**

<https://www.autismspectrum.org.au>

<https://www.iidc.indiana.edu/pages/Tips-to-Consider-When-Including-a-Student-with-ASD-in-Art-Music-or-Physical-Education>

### **Daphne Proietto - Unlocking Autism (piano teaching) - 60 Minutes**

<https://www.9now.com.au/60-minutes/2015/clip-cim5sdnow001n0fnq07piivmo/87c19237-50d5-49c8-a231-ec5a8ec37d55>

### **Autism Victoria now trades as AMAZE. <http://www.amaze.org.au>**

<http://www.amaze.org.au/discover/about-autism-spectrum-disorder/changing-to-high-school-the-high-school-years/>

A 24-page booklet providing an overview of autism along with some practical information on where to get help. Ideal for parents/carers who have had a child recently diagnosed, for adults with a new diagnosis, for agencies, professionals and students coming across autism for the first time.

<http://www.amaze.org.au/uploads/2016/04/Amaze-Info-Booklet-April-2016-web.pdf>

### **Some interesting tips on teaching theory**

[http://www.autismasperger.net/writings\\_music\\_for\\_the\\_child\\_with\\_autism.htm](http://www.autismasperger.net/writings_music_for_the_child_with_autism.htm)

### **Excellent tips for concert preparation and more:**

<https://www.verywell.com/tips-for-teaching-music-to-people-with-autism-260391>

### **Music and Autism: The Benefits of Music for Special Needs Children**

<http://takelessons.com/blog/music-and-autism-z15>

## **Intellectual Disabilities**

### **An Intellectual Disabilities Resource Guide for Teachers and Parents**

General paragraph about each area and links to specific diagnosis' and resources.

- The Different Causes
- Teaching Tips for Special Education Teachers
- Life Skills and Modified Lesson Plans
- Providing the Best Education Possible

<https://www.brighthubeducation.com/special-ed-learning-disorders/124800-resources-for-teaching-and-parenting-students-with-intellectual-disabilities/>

### **Intellectual Disability Strategies**

An excellent resource with immediate practical tips for each of the low areas.

- Learning & Academics
- Socialisation
- Communication
- Daily Living
- Behaviour

[http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability\\_Strategies.html](http://do2learn.com/disabilities/CharacteristicsAndStrategies/IntellectualDisability_Strategies.html)

## **Research**

### **Inclusive pedagogies in music education: a comparative study of music teachers' perspectives from four countries (2008)**

Burnard, Pamela and Dillon, Steven C. and Rusinek, Gabriel and Saether, Eva

International Journal of Music Education 26(2):pp. 109-126.

<https://eprints.qut.edu.au/8591/1/8591a.pdf>

Teaching Students with Disabilities: A Review of Music Education Research as It Relates to the Individuals with Disabilities Education Act

Sara K. Jones

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<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1001.8573&rep=rep1&type=pdf>