PULLING IT ALL TOGETHER:
TEACHING STUDENTS WITH LD & ADHD SUCCESSFULLY

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Session objectives

Synthesizing today’s sessions:

Reflections

Connections

Discussions

Resources
Take a Moment . . .

- What was most useful to you?
- What questions are on your mind?

A pause for reflections and comments
Synthesizing the Big Ideas

I. Content:  
Providing Specially Designed Music Instruction

II. Process:  
Providing Effective Explicit & Intensive Instruction

III. Product:  
Recognizing Student Success
SPECIALLY DESIGNED MUSIC INSTRUCTION

Content Focus
Who are SWD in Florida?

- Specific Learning Disabilities: 39%
- Speech Impairments: 14%
- Language Impairments: 12%
- Emotional/Behavioral Disturbance: 5%
- Autism Spectrum Disorders: 7%
- Other Health Impairments: 7%
- Intellectual Disabilities: 8%
- All Other: 8%
Key Takeaways

- The public still has many mistaken beliefs about what causes LD and what can help.

- Kids with LD are at higher risk for discipline issues and dropping out of school.

- The majority of Americans agree that kids with LD are “as smart as you and me.” *(This is a really important fact.)*
What do we know about students with LD that affects their abilities to learn?

• Experience difficulties:
  o Memory
  o Attention
  o Self regulation

  (Geary, 2004; Swanson & Jerman, 2006; Swanson & Saez, 2003)

Therefore, these students require instruction that is different than a typically developing learner...

  (Connor, Jakobson, Crowe, & Meadows, 2009)
Your Job: Providing Specially Designed Music Instruction

- Meeting students’ disability-related needs
  - (for kids with LD & ADHD that typically means problems with processing information, reading/writing, & behavior)

- Ensuring their access to the general music curriculum

- Collaborating with special education & classroom teachers
What Do You Think?

- How do teachers in your school share information with you about students with disabilities in your classes?
Resource:
Special Education Adaptation Form

Dear (Special Education Teacher):

I’m interested in meeting the needs of students with disabilities in my music classes . . .

EXPLICIT & INTENSIVE TEACHING

PROCESS FOCUS
Some Benefits of Music Learning for Students with Learning Differences...

- Music learning provides students with learning disabilities:
  - A place to be successful
  - Compensatory skills
  - A way to express themselves
  - A place to make friends
  - Natural Mnemonics device: Academic information can be imbedded in songs and chants (numbers, letters, words, names, …)

- Musical cues and prompts can be used to structure time
- Music activities can be used as reinforcement for completing work
- Music activities can be used as a means to teach and practice social skills

(Darrow, 2012)
Instruction that Improve Outcomes

• Students with LD benefit from instruction and intervention that is individualized and focused. (Vaughn, Gersten, & Chard, 2000)

Therefore, these students required specialized instruction to support them in meeting their learning needs.
What are some typical big important music ideas that you are intent on your students mastering this school year?

What are some ideas that come to mind when considering effective instruction for supporting students with learning disabilities and ADHD in mastering these skills?
Making Instruction more Explicit

Big Ideas

Mediated Scaffolding

Conspicuous Strategies

Instructional Design Components

Strategic Integration of Skills

Primed Background Knowledge

Judicious Review

Source: http://pdportal.florida-ese.org/courses/index.aspx
Big Ideas

Basic Ideas

Mediated Scaffolding

Conspicuous Strategies

Strategic Integration of Skills

Primed Background Knowledge

Judicious Review

Source: http://pdportal.florida-ese.org/courses/index.aspx
Big Ideas

• Determine what information is most important
• Tell the students the objective
• Announce to the students why this information/skill will be important for them to master and how it will be related to future content
Conspicuous Strategies

Source: http://pdportal.florida-ese.org/courses/index.aspx
Conspicuous Strategies

• Consider the systematic sequence of instructional steps and teacher actions necessary to make explicit the knowledge or skills you are teaching.

• Use visuals maps or models, verbal directions, and full clear explanations. Make certain to:
  • Describe the strategy
  • Tell the purpose of the strategy

• Sometimes the importance of a new skill or strategy might be quite obvious to the teacher, but not to the student.

• For example, a teacher might need to explain, “We’re clapping the rhythm first, so that we can play it the right way on the xylophone.”

(Deletoile, 2005)
Primed Background Knowledge & Judicious Review

Source:  http://pdportal.florida-ese.org/courses/index.aspx
Primed Background Knowledge & Judicious Review

• Consider the prerequisite skills necessary to master before for students to be successful learning the new information
• Review those skills in preparation for new delivery of content
• Review opportunities should be brief yet frequent to support learners in maintaining knowledge or skill

• **Tips for Review:**
  • Brief and distributed over time
  • Cyclical
  • Varied
  • Deliberate
Strategic Integration of Skills

Source: http://pdportal.florida-ese.org/courses/index.aspx
Strategic Integration of Skills

• Make explicit the steps of learning through ways that are:
  • Are concrete and visible
  • Use clear language
  • Use multiple examples

• Consists of overlap and similarity in instructional procedures by including:
  • Predictable, clear, and consistent instructions
  • Known expectations
  • Familiar routines
Mediated Scaffolding

Source: http://pdportal.florida-ese.org/courses/index.aspx
Mediated Scaffolding

The teacher models instructional tasks by:

• Demonstrating the task aloud
• Following a step-by-step procedure
• Using language specific to the demonstration of the skill
• Speaking clearly while modeling
• Checking for student understanding while modeling
• Move from easier to more difficult skills and concepts
• Provide “temporary support” as you scaffold the student’s learning
Mediated Scaffolding

• Clearly define expectations
• Reduce student confusion
• Carefully sequence instruction
  • Move from easier to more difficult skills
  • Begin with higher utility skills
  • Begin with what students already know
• Break down complex tasks
• Incorporate assessment and feedback
Intensifying Instruction

- Considering the features of effective instruction for students with LD and ADHD what are some steps we might take to intensify instruction for students that continue to struggle and extra support to experience success within the music content area?
Intensifying Instruction

- Decrease group size
- Increase frequency or duration of session
- Provide more opportunities for practice with feedback
- Break task into smaller steps
- Provide concrete learning opportunities
- Use explicit instruction and modeling
- Behavior/motivation strategies
Other Tools and Strategies

- Consistent routines and clear behavior expectations
- Minimize unstructured time
- Advanced organizer
- Prepare students for transitions
- Color cues
- Mnemonics
- Graphic organizers
- Manipulatives
- Note taking supports
- Technology
- Unpacking the tasks
- Partner work
- Use of centers
- Ask students how best to help them
Reflect & Connect

• Name one idea related to effective explicit and intensive teaching that you would like to know more about.

• State one idea related to effective explicit and intensive teaching that you will immediately take back and implement within your music classroom.
FMEA Online Course for ESE

RECOGNIZING STUDENT SUCCESS

PRODUCT FOCUS
National Core Arts Standards

• http://www.nationalartsstandards.org/

Inclusive Strategies for Cornerstone Assessments:
• http://www.nationalartsstandards.org/content/inclusion