ENGAGING AND UPLIFTING MUSIC MAKERS WITH DISABILITIES

WITH MILES WILCOX

CMN CONFERENCE NOV 5, 2023

SESSION OUTLINE

- **Introduction - About Me**

- **Universal Design for Learning (UDL)**

    ➡ **Activity: So Glad I'm Here**

- **Accommodations and Modifications**

    ➡ **Activity: Fran-C-I-S-Co with stretchy band**

- **For The Audience**

    ➡ **Activity: I Play My 'Ukulele**

- **Questions**

- **Contact Me - Resources**

ABOUT ME:

"MR. MILES"

- **BA in Music :** Bard College at Simon's Rock

- **Masters of Music in Music Education :** Boston Conservatory at Berklee

- **Berklee Institute for Accessible Arts Education:** Private Lessons, Music Class for Young Children, Rock Band, 'Ukulele Ensemble (2015–)

- **Newton Public Schools :** K-5 General Music including 'ukulele, chorus, band, orchestra (2020–)

LEARNING TARGETS

◎I can use principles of Universal Design to make my music accessible to all

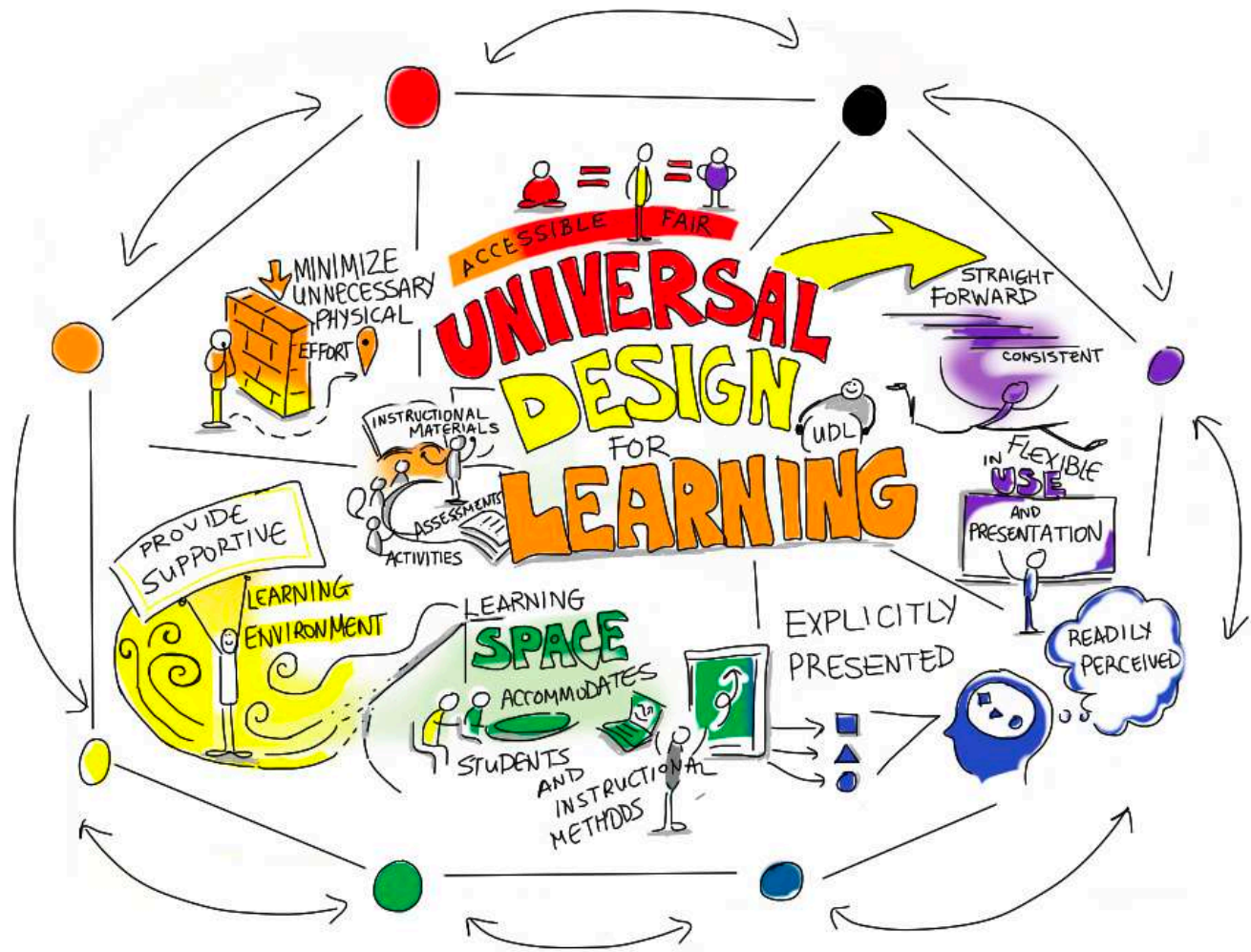◎I can explain common accommodations I can make in all of my music making

◎I can identify next steps in my learning to make my teaching more accessible to individuals with disabilities

There will be time at the end for questions— feel free to raise your hand at any point!

UDL: UNIVERSAL DESIGN FOR LEARNING

UDL provides multiple means of…

Engagement

Offer options and supports to stimulate motivation and sustained enthusiasm for learning

Representation

Present information in different ways to support access and understanding

Action & expression

Offer options and supports to all so everyone can create, learn, and share

The Universal Design for Learning Guidelines

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning

Access

Provide options for
Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for
Perception

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for
Physical Action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Build

Provide options for
Sustaining Effort & Persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for
Language & Symbols

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for
Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

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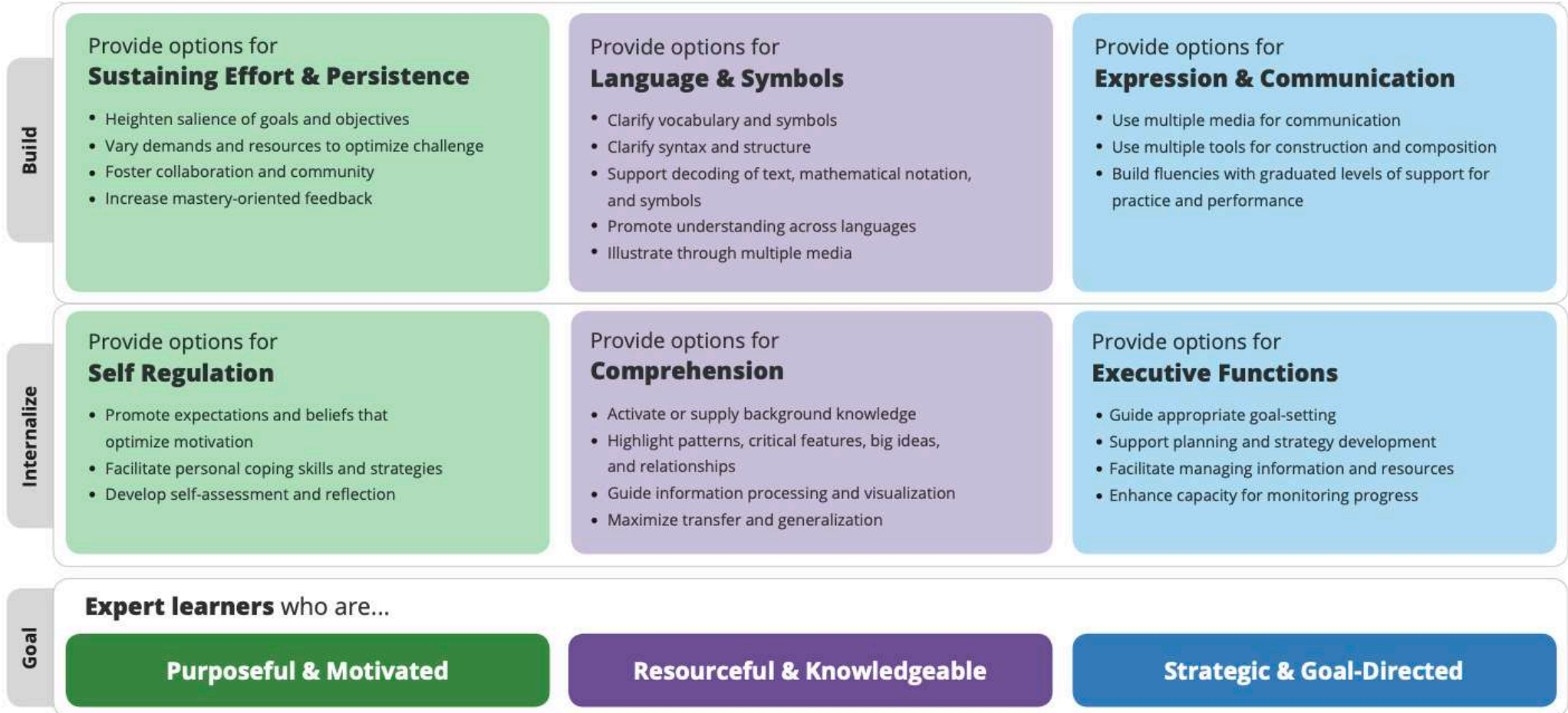**Provide options for**
Self Regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection
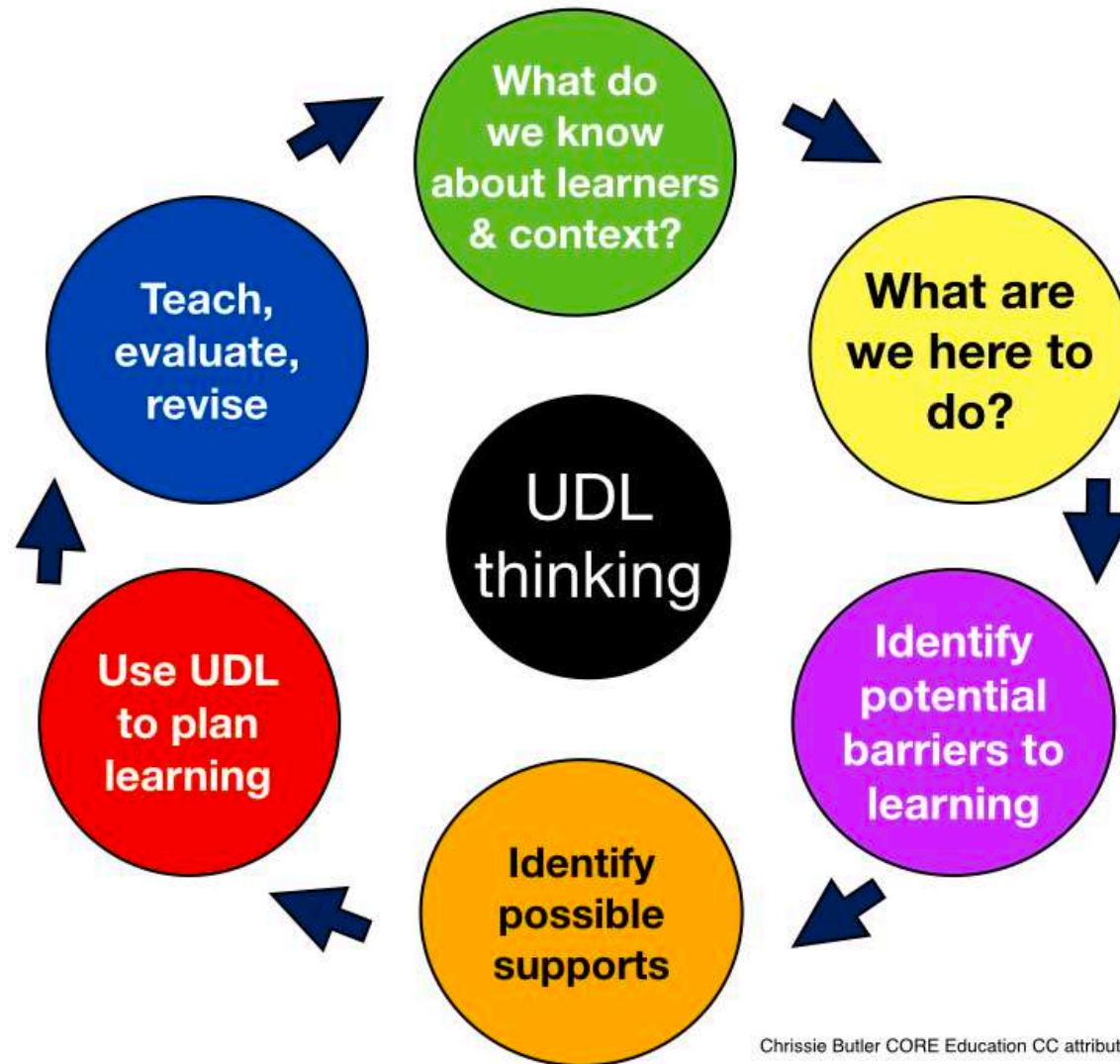
Provide options for
Comprehension

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Provide options for
Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

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Goal

Expert learners who are...

| Purposeful & Motivated | Resourceful & Knowledgeable | Strategic & Goal-Directed |

When using UDL, we design our lessons under the premise that all learners experience the world differently, and rather than adding accommodations and modifications after the fact, we can create universally accessible lessons from the start.

What do we know about learners & context?

What are we here to do?

Teach, evaluate, revise

UDL thinking

Identify potential barriers to learning

Use UDL to plan learning

Identify possible supports

Chrissie Butler CORE Education CC attribution

"SO GLAD I'M HERE" SONG

WITHIN THE UDL FRAMEWORK

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

Provide multiple means of
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VISIT: HTTPS://UDLGUIDELINES.CAST.ORG/

So Glad I'm Here

C

So glad I'm here   So glad I'm here

G   **G⁷**

So glad I'm here, here to - day.

C   **E⁷**   **Am**   **/G**

So glad I'm here   So glad I'm here

F   **Gˢᵘˢ⁴**   **G**   **C**

So glad I'm here, here to - day.
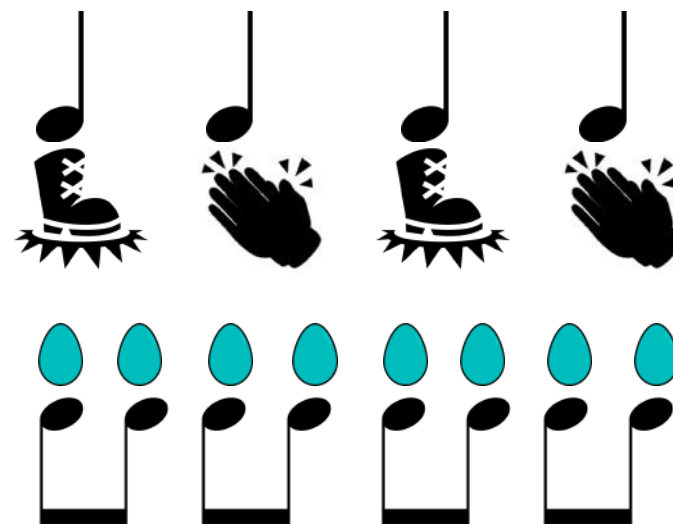
1. So glad I'm here
2. Gonna stamp while I'm here
3. Gonna sing while I'm here
4. Gonna move while I'm here
5. So glad I'm here

Allow folks to engage in their own way, in their own time.

ACCOMMODATIONS & MODIFICATIONS

ACCOMMODATION:

"AN ALTERATION OF ENVIRONMENT, CURRICULUM FORMAT, OR EQUIPMENT THAT ALLOWS AN INDIVIDUAL WITH A DISABILITY TO GAIN ACCESS TO CONTENT AND/OR COMPLETE ASSIGNED TASKS. THEY ALLOW STUDENTS WITH DISABILITIES TO PURSUE A REGULAR COURSE OF STUDY."

- **preferential seating, closer to the front**

- **larger print lyrics**

- **visuals, graphic organizers**

- **additional time**

- **verbal and visual cues and reminders**

- **alternative ways to access the same material**
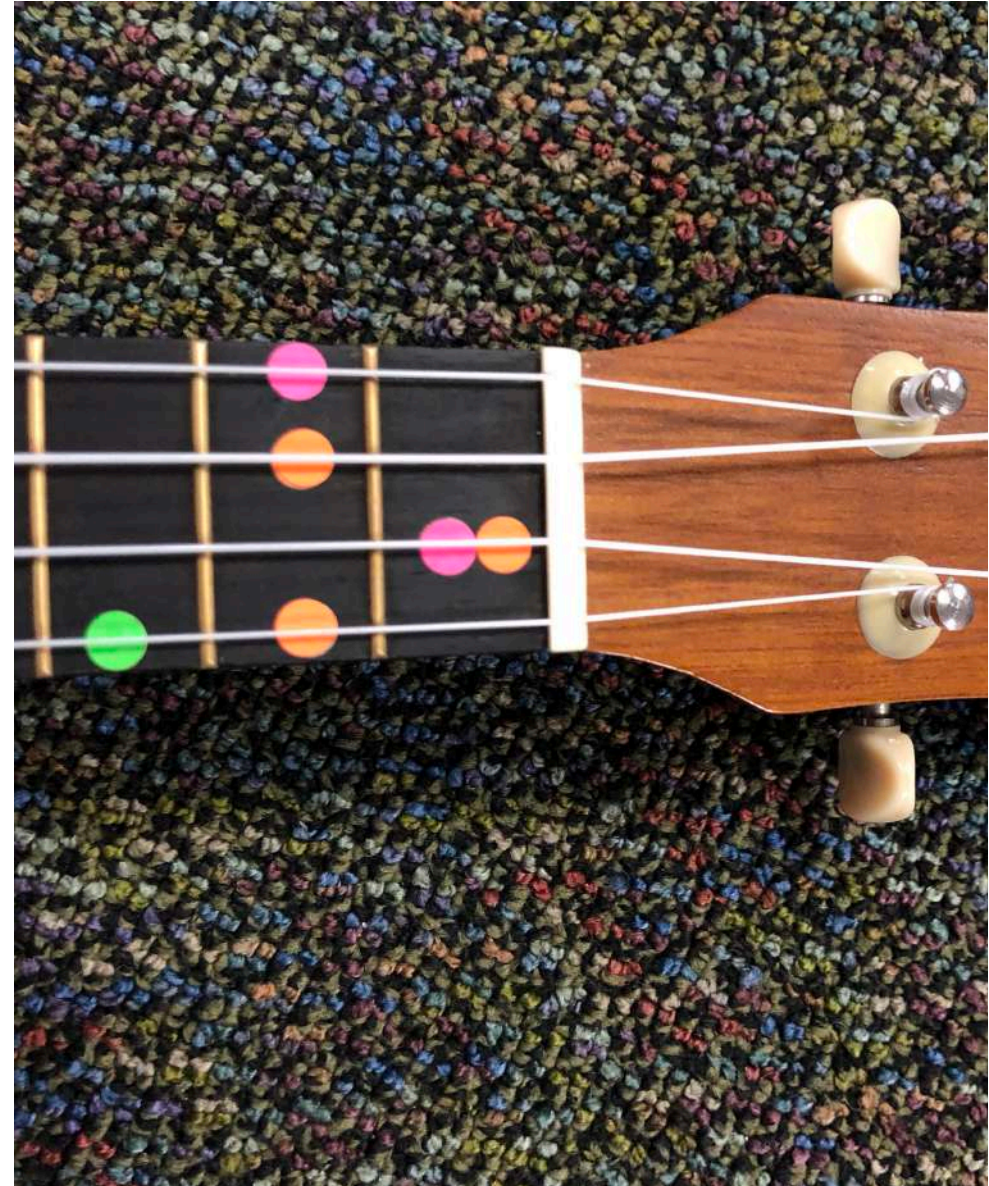
MODIFICATION:

"A CHANGE IN WHAT IS BEING TAUGHT TO OR EXPECTED FROM THE STUDENT. MAKING AN ASSIGNMENT EASIER SO THE STUDENT IS NOT DOING THE SAME LEVEL OF WORK AS OTHER STUDENTS."

- shorter phrases

- fill in the blank, or finish the end of the phrase

- fewer verses/songs/chords/rhythms

- yes/no or multiple choice vs. open-ended questions

DIFFERENTIATION:

When I teach an 'ukulele ensemble of various levels

Level 1: Strumming on One
Chord
Level 2: Strumming Chord
Progression
Level 3: Plucking Melody

Reggae Vibes

MR. GRAY'S MUSIC CLASSROOM

COMMON ACCOMMODATIONS

ACCOMMODATIONS

A. Physical

   1. Instruments

   2. Mobility

   3. Muscle tone or control

B. Sensory

   1. Sensory-seeking or sensory-avoidant

   2. Break space, sensory room

   3. Fidgets: silent, no mess/residue

C. Neurodiversity

   1. Communication differences

   2. Processing time

   3. Social stories, real-time narration

ACTIVITY: STRETCHY BAND

FOR THE AUDIENCE

- **social stories/narratives (see BSO's Holiday Pops <u>example</u>)**

- **ASL interpreter, Closed Captioning**

- **include information on accessibility in promotional material**

- **offer choice & options whenever possible**

- **seating options: include standing room, wheelchair accessible, mobility aid accessible**

- **establish a "stigma free" environment (see: Me2/ Orchestra)**

- **sound and lighting: minimize sudden changes**

WHAT ARE WAYS YOU ALREADY SUPPORT ACCESSIBILITY IN YOUR MUSIC MAKING?

It's so valuable to connect with people of all experiences through music!

ACTIVITY: I PLAY MY 'UKULELE

MODIFIED F MAJOR CHORD

TECHNICALLY AN FADD9

ONLY ONE FINGER, EXACTLY ONE STRING AWAY FROM C7
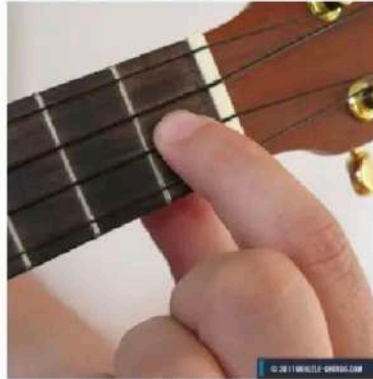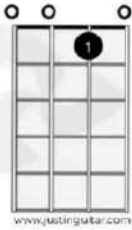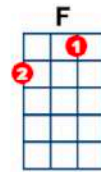
Thanks Maria Doreste!

www.justinguitar.com
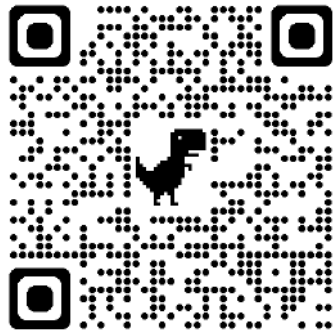
C7 Chord to *F Chord
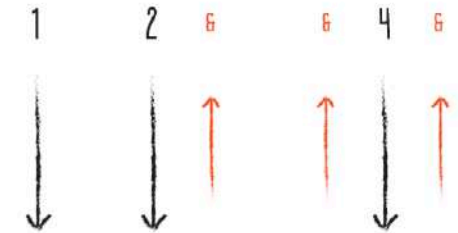
C7 — G C E A — MOVE 1st FINGER — G C E A

I Play My 'Ukulele by Lono

I play my 'ukulele when I'm feeling good
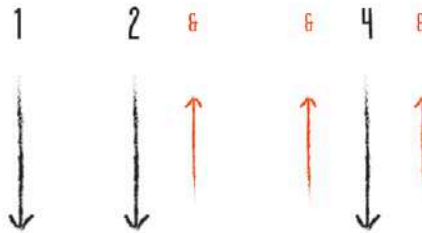
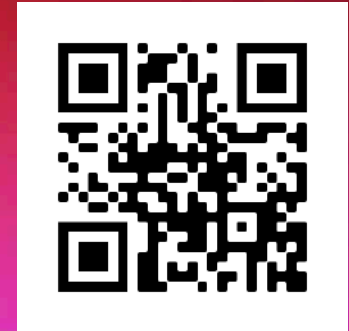I play my 'ukulele when I'm in a bad mood

I play my 'ukulele and that's alright with me.

QUESTIONS?

GET IN TOUCH!

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RESOURCES

Berklee Institute for Accessible Arts Education: https://college.berklee.edu/BIAAE

Universal Design for Learning: https://udlguidelines.cast.org/

Bear Paw Creek Stretchy Band: https://musicandmovementproducts.com/shop/movement-props/bear-paw-creek-best-selling-stretchy-band-music-movement-prop/

Boston Symphony Orchestra- Sensory Friendly Concerts: https://www.bso.org/learn/children-families/sensory-friendly-performances

Me2/ Orchestra: https://me2music.org/about/

Mr. Gray's Music YouTube Channel: https://www.youtube.com/c/MusicwithMrGray

More presentations by Mr. Miles: http://mileswilcox.weebly.com/blog