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ABLEassembly2024

MAKING NEURODIVERSE MOVES IN AN ABLEIST WORLD

WITH MILES WILCOX

ABLE ASSEMBLY CONFERENCE 2024

OUTLINE

- Introduction
- Universal Design for Learning - UDL
- Physical Space
- Emotional Connection
- Content Support
- Communication
- BIAAE ‘Ukulele Ensemble
- Summary
- Questions

INTRODUCTION

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

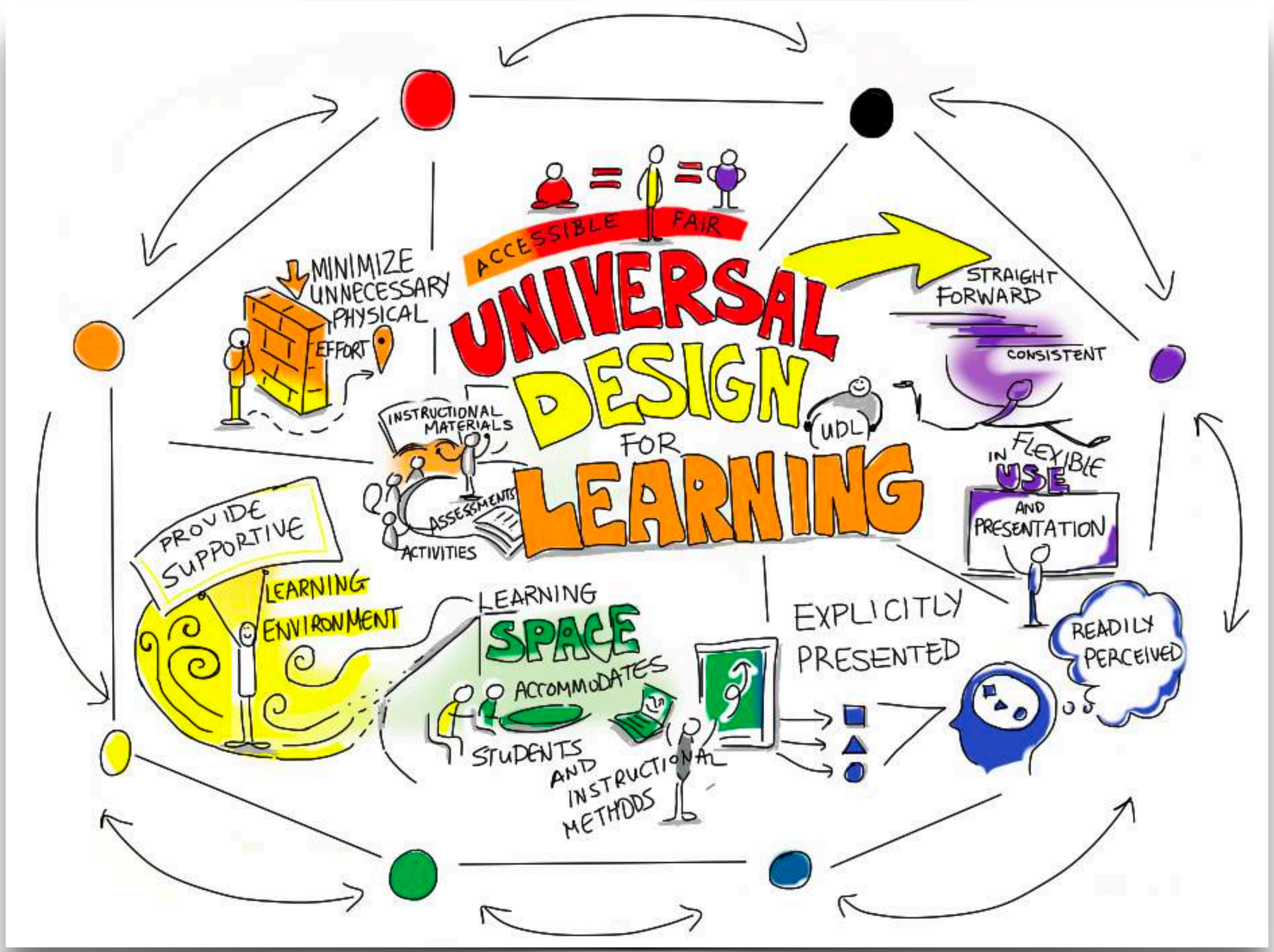
◎I can explain the basic principles of Universal Design for Learning

◎I can choose language that minimizes students' anxiety triggers

◎I can identify next steps to ensuring my neurodiverse students are celebrated in my classroom

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

UDL: UNIVERSAL DESIGN FOR LEARNING


ACCESSIBLE
FAIR
UNIVERSAL DESIGN FOR LEARNING
(UDL)
MINIMIZE UNNECESSARY PHYSICAL EFFORT
STRAIGHT FORWARD
CONSISTENT
INSTRUCTIONAL MATERIALS
ASSESSMENTS
ACTIVITIES
FLEXIBLE IN USE
AND PRESENTATION
PROVIDE SUPPORTIVE LEARNING ENVIRONMENT
LEARNING SPACE
ACCOMMODATES
STUDENTS AND INSTRUCTIONAL METHODS
EXPLICITLY PRESENTED
READILY PERCEIVED

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

CAST | Until learning has no limits

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

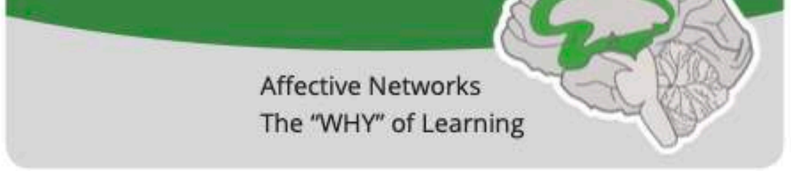
- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

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

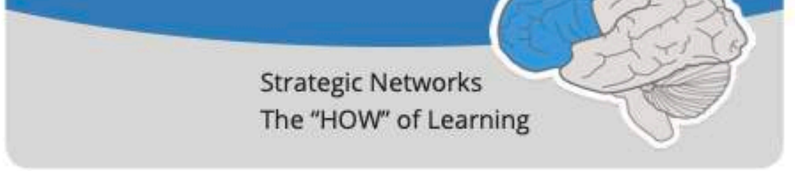
Provide options for Expression & Communication

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



Affective Networks
The "WHY" of Learning

Recognition Networks
The "WHAT" of Learning



Strategic Networks
The "HOW" of Learning

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Internalize

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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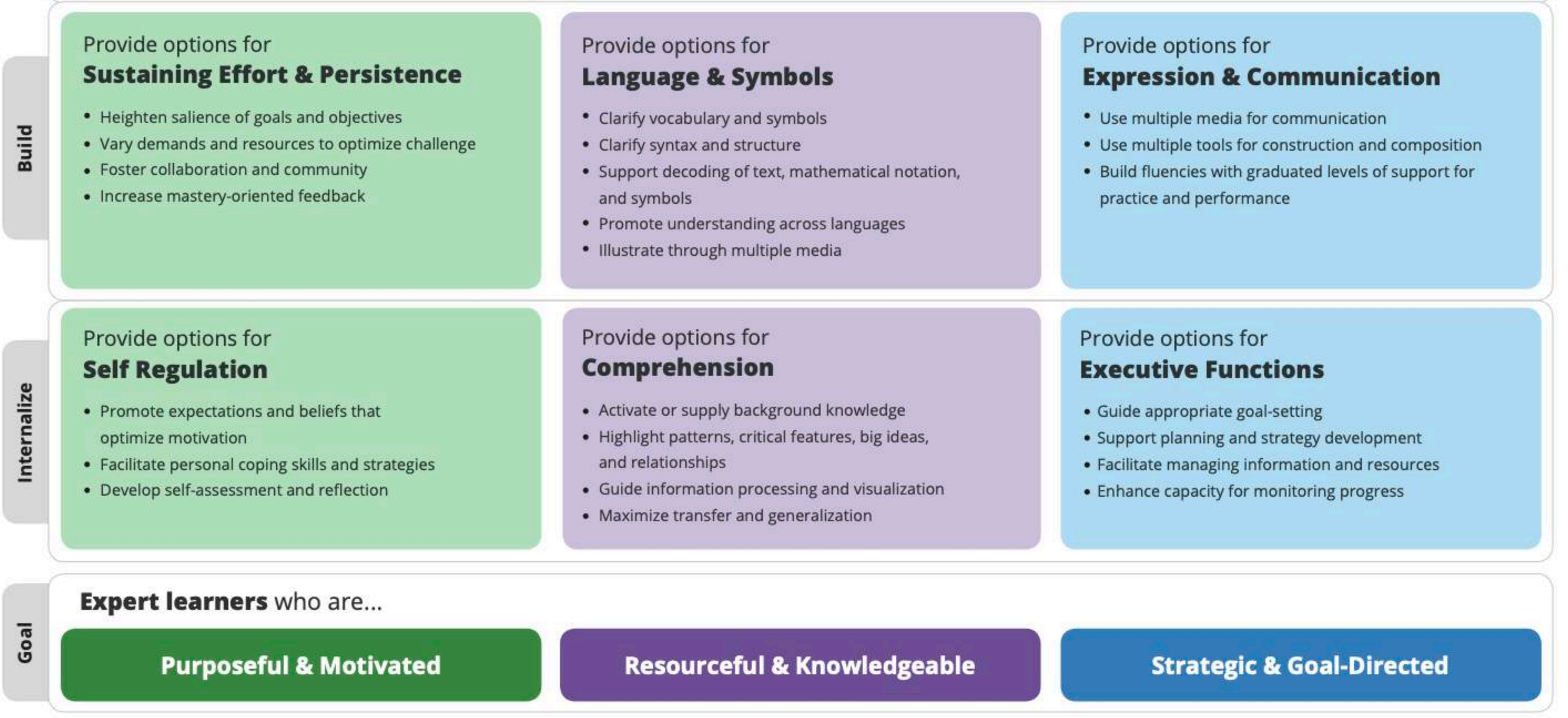
Goal

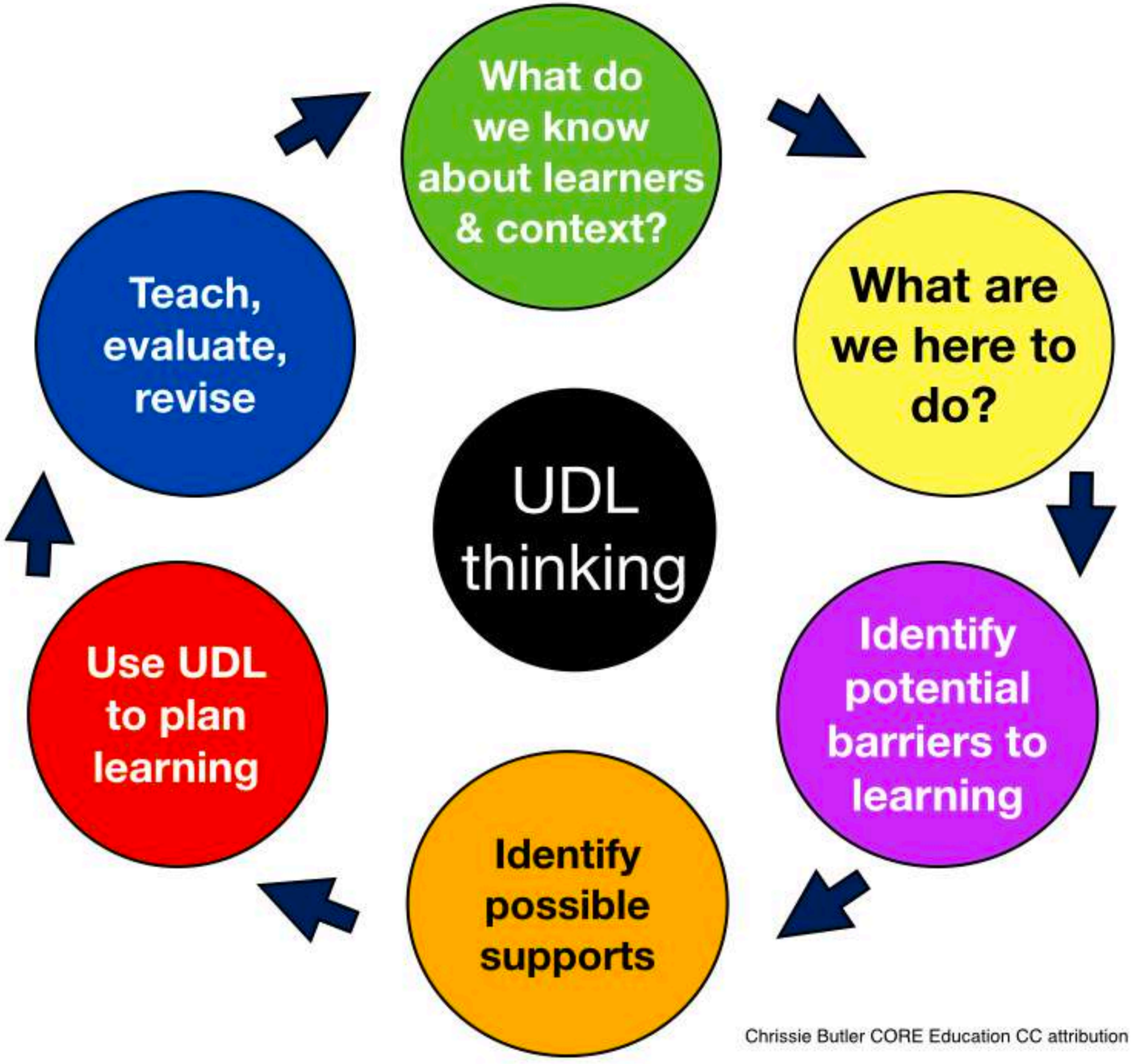
Expert learners who are...

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



udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

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.



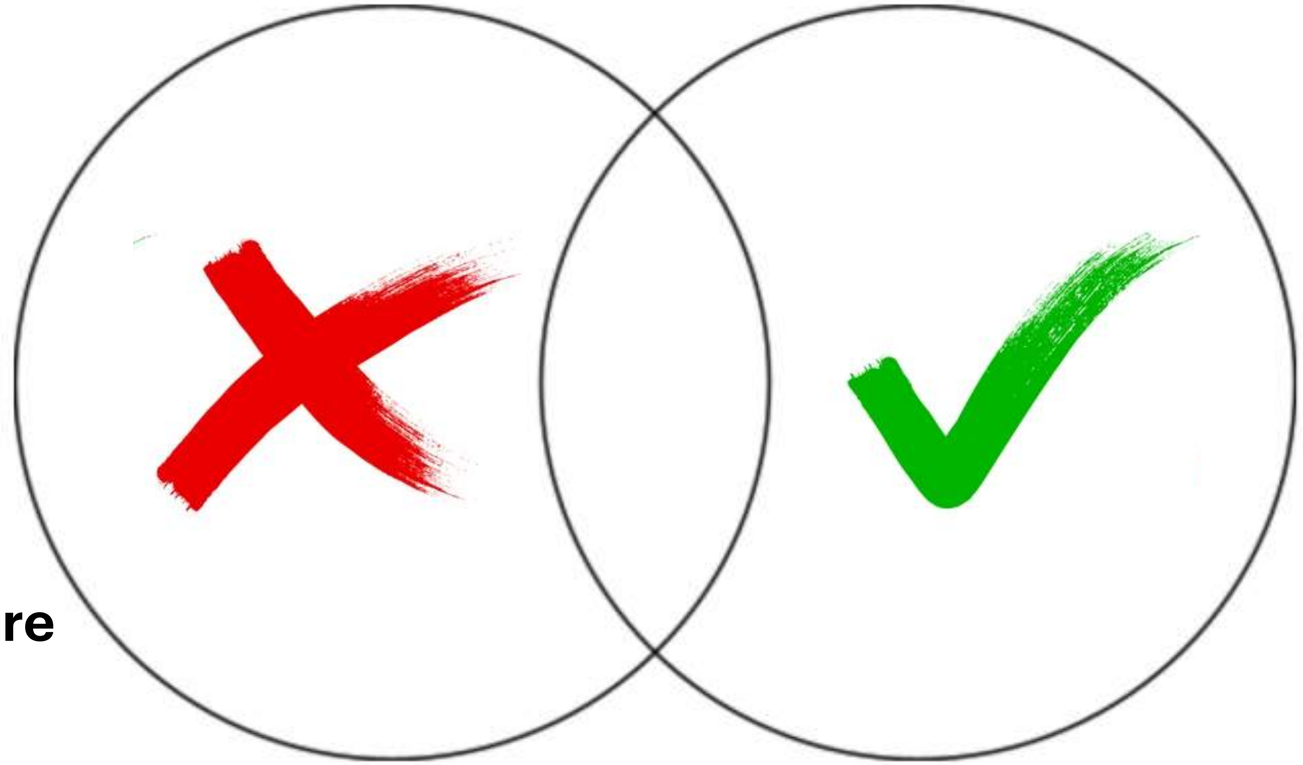
Chrissie Butler CORE Education CC attribution

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

PHYSICAL SPACE

WHAT I DON'T HAVE CONTROL OVER

- Old Building
- Administration
- State/National Standards
- District Guidelines
- Who my students are



- My own space / classroom
- My interactions with students
- My communication with families

WHAT I DO HAVE CONTROL OVER

CALM CORNER

- Establish routines
- Toolbox including fidgets
- Sound-cancelling headphones
- Silent and non-messy fidgets
- Emotions chart
- SEL connections

- No judgment or punishment associated with the space
- Access to the group instruction if the student chooses

SENSORY PROCESSING DIVERSITY

SENSORY SEEKING VS. AVOIDING

Likes to be upside-down, often climbing on furniture and sitting in unusual positions.

twoemb.medium.com

May become anxious or irritable when personal space is invaded.

Needs to touch things to "look" at them, often runs hand along walls while walking.

Sensitive to certain textures. Certain types of clothing may be painfully uncomfortable.

Enjoys loud music, bright lights, and other sensory stimuli that seem "too loud" or "too bright" for most other people.

twoemb.medium.com

Highly sensitive to loud noises or bright lights.

Often chews on things that are not food such as the collars of shirts, fingernails, ends of pencils, etc.

May seem like a "picky" eater, but it's much more complex than that.

HOW CAN WE USE UDL PRINCIPLES WHEN WE...

1. SET-UP OUR CLASSROOM OR EDUCATIONAL SPACE?

2. INVITE STUDENTS INTO OUR SPACE?

EMOTIONAL CONNECTION

INDIVIDUAL CONNECTIONS IN A GROUP SETTING

A. UDL sets you up for success,

B. Interact with each student individually each class, using their (chosen, correctly pronounced) name

C. 2 -2 -2 method for students you seek to connect with

  A. 2 minutes - Twice a week - 2 months

D. Connecting through activities for all

  A. Stretchy Band activities, with diverse access points

Calm Corner
TECHNIQUES

Inclusive Language

- Use language to your advantage
- Challenge biases
- Include all! Disabilities, genders, identities!
- “PDA” — Pathological Demand Avoidance or Persistent Demand for Autonomy
- The language you choose to use can reduce anxiety in your students, especially those with a PDA profile

Tips for Low-Anxiety Language

QUICK TIPS FOR DECLARATIVE LANGUAGE

- Take a question you were going to ask & turn it into a statement instead
- Try rephrasing any directions into an observation instead

WWW.ANDNEXTCOMESL.COM

DECLARATIVE LANGUAGE WORDS & PHRASES TO TRY

- Notice
- Feel
- See
- Hear
- Think
- Imagine
- Forget
- Wonder
- Know
- Remember
- Perhaps
- Maybe
- I don't know
- Might
- Sometimes
- What a great question
- Let's find out together
- I'm not sure
- I like
- I don't like
- Let's
- I, my, me, mine
- We, us
- Emotion words

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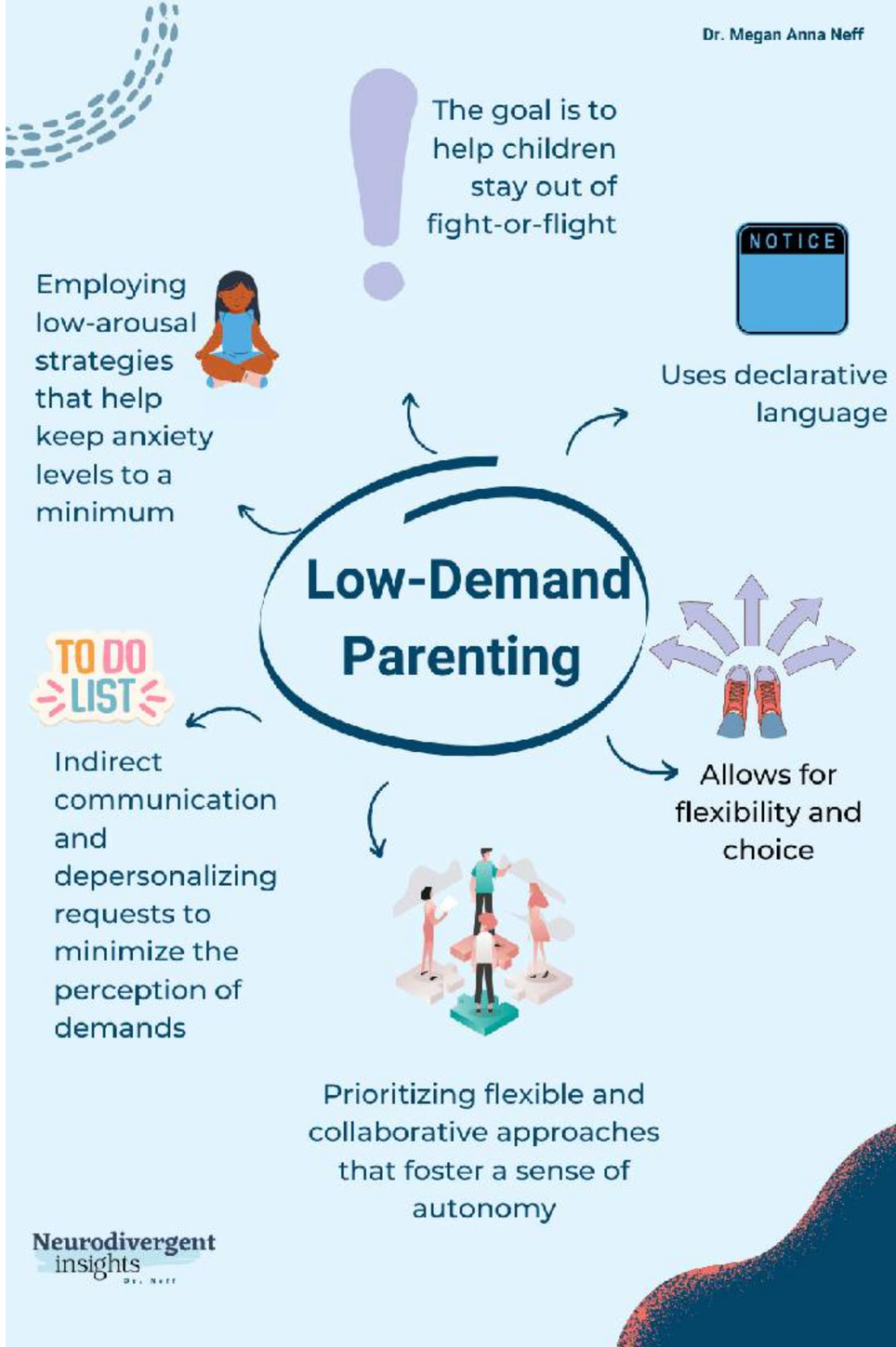


HTTPS://NEURODIVERGENTINSIGHTS.COM/BLOG/LOW-DEMAND-PARENTING

CONTENT SUPPORT

Where do you go to connect with like-minded colleagues?

Connections and Intersections

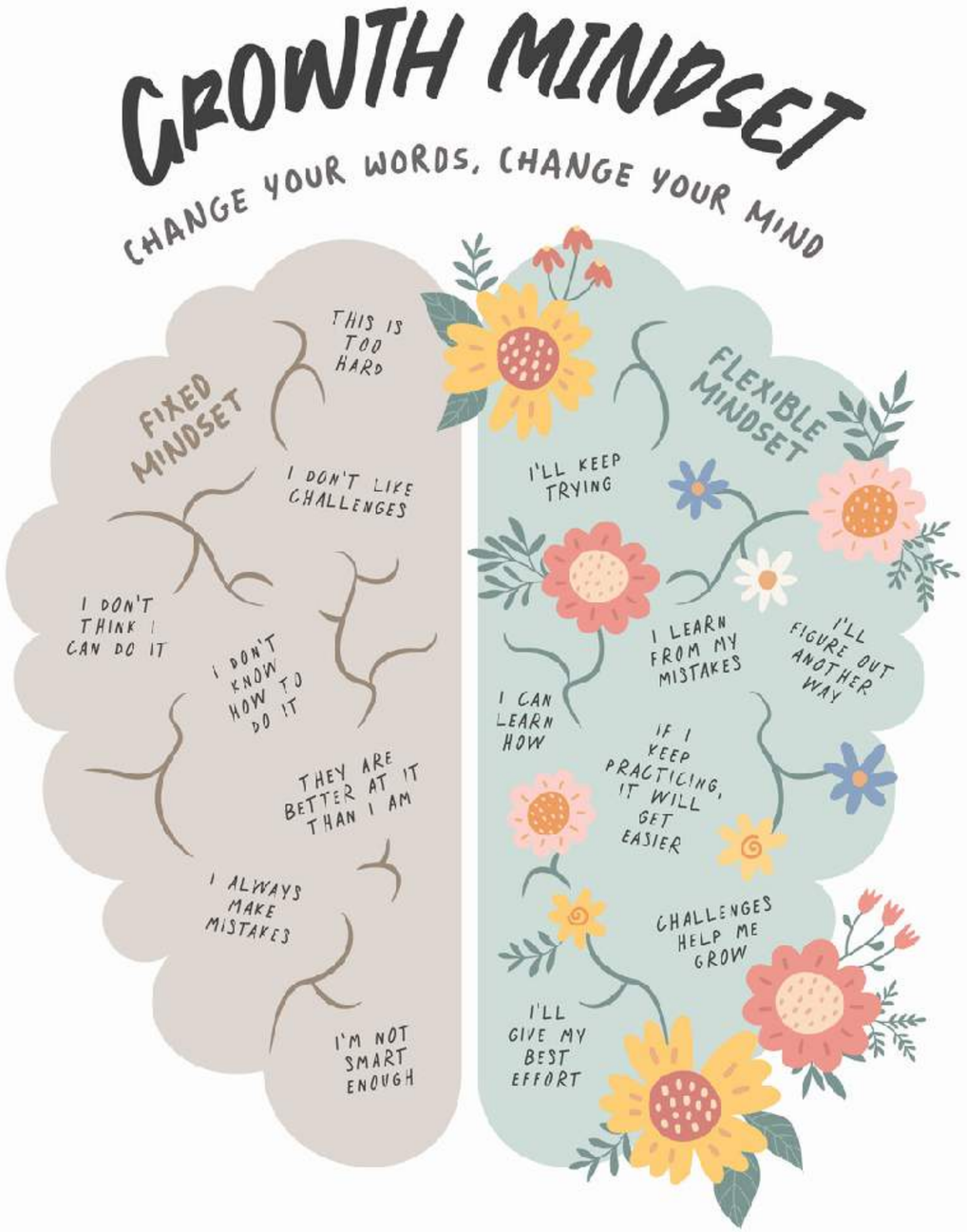
- Using your resources— like the ABLE Assembly!
- Honoring the intersectionality of students identities means creating a culturally responsive classroom
- Ant-racist curriculum dismantles the same systems of oppression that affect disabled students
- Students should see themselves represented in the materials they see, the songs they sing, the music they listen to

MUSICIAN SPOTLIGHT
Anilee List
Anilee List
Singer & Actress
Born 2000
meeting Mr. A
Miles' student
Kareem in October
at Berklee
Listen To This !

MUSICIAN SPOTLIGHT
Ronald Braunstein
Orchestral Conductor
You are not alone
Don't be afraid to ask for help
Me2/
CELEBRATING 10 YEARS
STIGMA-FREE
at Boston Symphony Hall
Sunday, January 23, 2022
3:00 pm
Reserve FREE tickets at www.bso.org
Listen To This !

Growth Mindset

- I’ll keep trying
- I learn from my mistakes
- I’ll figure out another way
- I can learn how
- If I keep practicing, it will get easier
- Challenges help my grow
- I’ll give my best effort



For educators that means...

- keep searching for new materials
- accessible resources
- more ways to engage
- more ways to represent

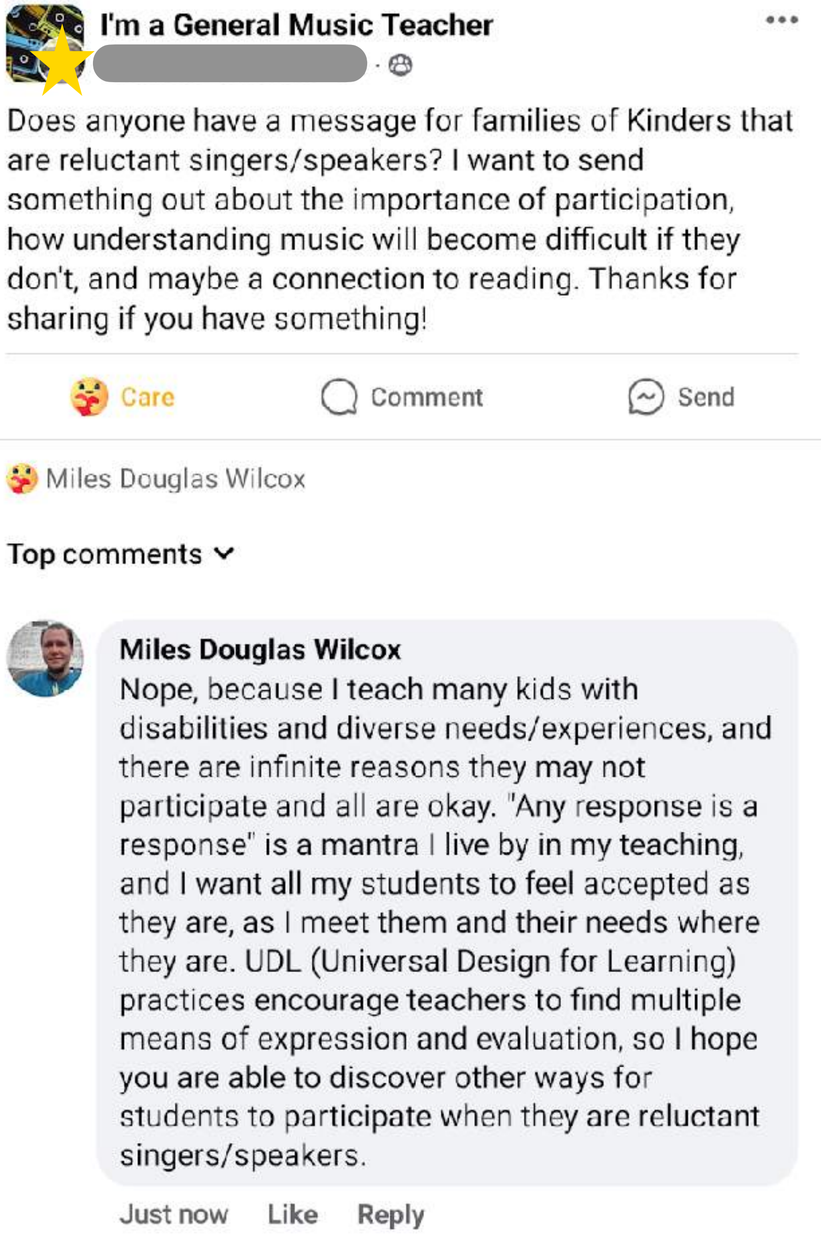
... what else?

COMMUNICATION

Question Traditions

What were you taught about music education that has ableist undertones, or even explicit ablism?

What are we doing as educators to dismantle the systems of oppression in place that disable our students?



Alternative Means of Communication

- Accept all forms of communication
- Offer nonverbal options such as choice boards
- Model for your students what non-verbal communication can look like

... IN WHAT WAYS DO YOUR STUDENTS COMMUNICATE NON-VERBALLY?

BIAAE ʻUKULELE ENSEMBLE

OUR ENSEMBLE

- Ages 7-12+
- Started online July 2020
- Met & performed May 2022
- Saturdays for 45mins - hybrid
- Experienced multi-instrumentalists plus absolute beginners joining each semester
- Diagnoses including ASD & ADHD

DIFFERENTIATION:

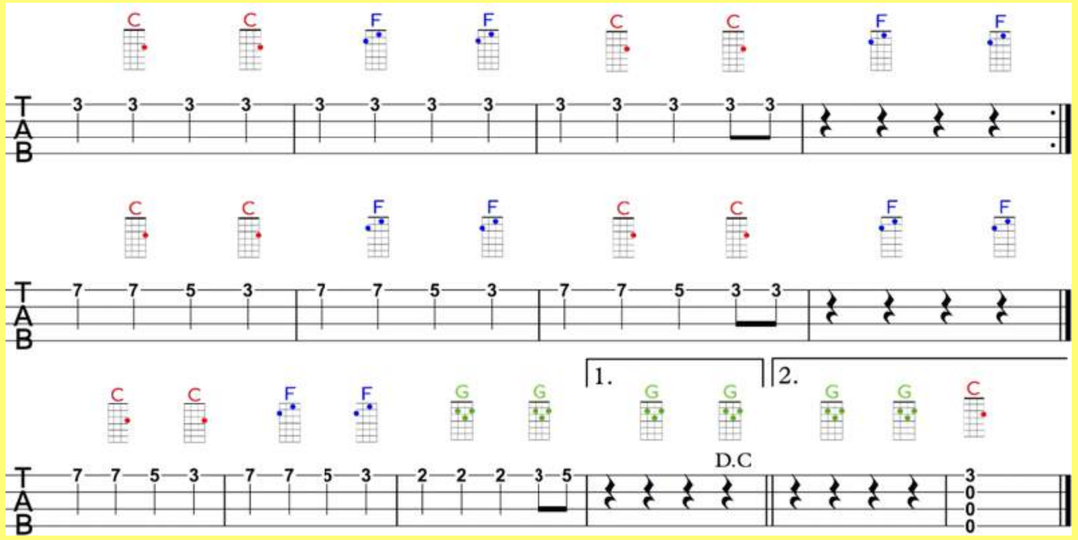
When I teach an ‘ukulele ensemble of various levels

Level 1: Strumming on One Chord/Note

Level 2: Strumming Chord Progression

Level 3: Plucking Melody

Reggae Vibes



MR. GRAY’S MUSIC CLASSROOM

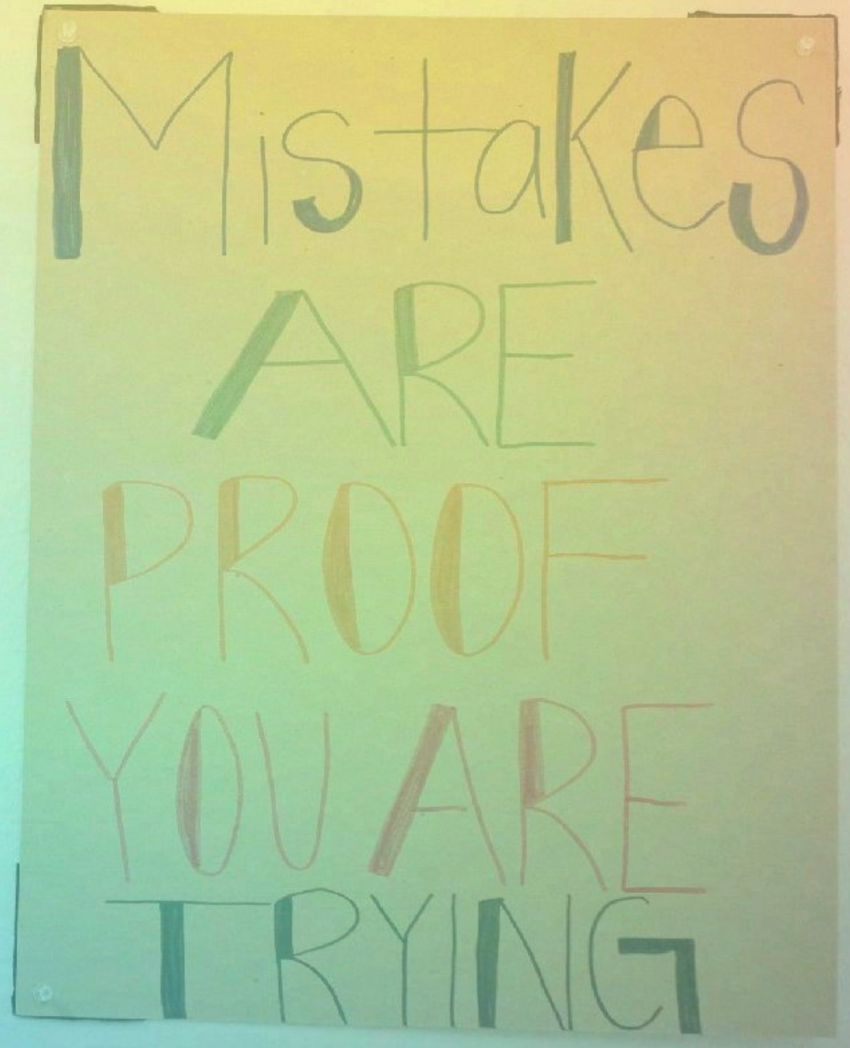
FOCUS ON ABILITY

WHAT SKILLS ARE STUDENTS ALREADY CAPABLE OF?

- Steady Beat
  - Tap on strings
  - Strum open C tuning
  - “Chuck” with left hand muting strings
- Plucking or strumming
- Left or right hand dominance
- Aural, visual, kinesthetic preference

Always have students leave a lesson or class feeling a sense of ACCOMPLISHMENT.

SUMMARY



PLANS GOING FORWARD

- **Universal Design for Learning principles reminders:**
    - Flexible ways to present **what** we teach and learn
    - Flexible options for **how** we learn and express what we know
    - Flexible options for generating and sustaining motivation, the **why** of learning
- **Use these principles to frame your physical classroom space, the emotional connections you make with students, the way you communicate and accept communication with students and colleagues.**

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/

Blog Post: What's the Problem with Whole Body Listening? https://autloveaccept.wordpress.com/2015/03/25/whats-the-problem-with-whole-body-listening/comment-page-1/

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