Music and Literacy: Adaptations for Special Learners

PRESENTED BY
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DISCLAIMER: CO-AUTHORS THE MUSIC AND LITERACY CONNECTION, 2ND EDITION

Session agenda

- Foundations:
  - Common Core Standards: English Language Arts
  - National Core Arts Standards (Music)
  - Understanding by Design
  - Universal Design
- Differentiation and Response to Intervention (RtI) or MTSS
  - Brain Based Practices
  - Differentiation
  - Application in music classrooms

Remember this statement…

“Literacy Standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using THEIR content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in THEIR respective fields.”

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p. 3, 2010
Language-Music Research

Language development: Kraus et al. (2014), Kraus, bathroom, Pasley et al. (2008), Pasley et al. (2012, 2016)


Explicit alignment:

CC: ELA Standards

READING STANDARDS
Text Type and Purposes
Key Ideas and Details
Production and Distribution of Writing
Craft and Structure
Research to Build and Present Knowledge
Range of Reading and Text Complexity
Range of Writing
Comprehension and Collaboration
** Foundational Skills**
Presentation of Knowledge and Ideas
Print Concepts
KNOWLEDGE AND IDEAS
Phonological Awareness
Conventions of Standard English
Phonemic Awareness and Word Recognition
Knowledge of Language
Fluency
Vocabulary Acquisition and Use

Parallels in Broad goals & Thinking Skills

Redefinition of “text” to include non-print media
(read, write redefined to include perform, analyze, compose, choreograph, draw, etc...)

While addressing arts learning!
Connections to Common Core

Grade 4: Key Ideas and Details (Reading: Literature)

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

...and Core Music Standards

CREATING
1. Generate and conceptualize artistic ideas and work
2. Organize and develop artistic ideas and work
3. Refine and complete artistic work

PERFORMING
4. Analyze, interpret and select artistic work for presentation
5. Develop and refine artistic techniques and work for presentation
6. Convey meaning through the presentation of artistic work

RESPONDING
7. Perceive and Analyze Artistic Work
8. Interpret intent and meaning in artistic work
9. Apply criteria to evaluate artistic work

CONNECTING
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works to societal, cultural and historical context to deepen understanding

Understanding by Design

Worth Being Familiar With
Important to Know and Do
ENDURING Understanding
PLANNING BACKWARDS
Understanding by Design

- BIG IDEA: Language and Music both support literacy for all learners
- Enduring Understanding: Research continues to support relationships between language and music for literacy development
- Essential Questions: Using the right questions to meet student learning needs

Essential Questions: Overview

- What are current best practice instructional designs?
  - UbD, Universal Design
- How can we differentiate according to Tomlinson?
- Can CORE ARTS be adapted for differentiation?
  - Create, Perform, Respond, Connect
  - Content, Process, Product or Readiness, Interest, Profile
- Core Arts relation to Common Core

Strategic planning in education?

- Vision, Mission, Goals
- Program planning in Music Education: Theme, Scope, Selections
- CORE ARTS is based on this design!!!!
Universal Design for Learning: CAST

- Multiple Means of Representation: Input
- Multiple Means of Action and Expression: Output
- Multiple Means of Engagement
- Document the Response to Intervention

MTSS: http://www.kansasmtss.org/

A new, old working principle: “The NCLB reality check”

Tier 3 (5%)
Tier 2 (15%)
Tier 1 (80%)
MUSIC EDUCATION DIFFERENTIATION

- Lower Level Learners
  - Need direct instruction with exact repetition
  - Need support and time
  - Need specific feedback with extra modeling

- Higher Level Learners
  - Need direct instruction with options for independent learning
  - Need acceleration or enrichment
  - Need strategies for empathic critique for self and others to provide specific feedback

PRIMARY AREAS for RtI/MTSS:

- Reading-Literacy
  - Choral Music: Pros and Cons
  - Global-Big picture
  - Segments/Patterns
  - Distinct/Refinement

- Behavior
  - Choral Learning Experiences
  - Expectations
  - Routines
  - Repetition and refinement

Content: Music

- Distinct

- Segments

- Global
Music Education Differentiation: Based on Student Need (Tomlinson & Imbeau, 2010)

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Interests</th>
<th>Learning Profile</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>Simplify or Challenge</td>
<td>Readable &amp; Expanded</td>
</tr>
<tr>
<td>Process</td>
<td>Direct Instruction</td>
<td>Add discovery</td>
</tr>
<tr>
<td>Product</td>
<td>Simplified/Printed Literature or own creations</td>
<td>Favorites/Simple</td>
</tr>
</tbody>
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Core Arts: Anchor Standards
Create, Perform, Respond (handout)

<table>
<thead>
<tr>
<th>Anchor Standard for CORE ARTS</th>
<th>Sample Typical Music Activity</th>
<th>Adaptation for lower level learners</th>
<th>Adaptation for high achievers</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSIC--PERFORM: Rehearse, Evaluate, Refine:</td>
<td>Develop, evaluate and refine personal or ensemble performances individually or in collaboration with others.</td>
<td>Beginners: Sing/play alone and with others using imitation, call-response or union. Bourdons or simple ostinatos. Manipulation of icons to show understanding of musical structures. Collaborate through expressive movement (non-verbal) to interpret a variety of musical styles.</td>
<td>Work with others for score analysis, improvisation, composing, evaluation, and, of course, performing. Part work of all types; independent with a peer; assist others with something you already know. (NOTE: tutoring should not be a primary role for high achievers—they need their own adaptations not to become “paras” due to lack of adequate support. Encourage them to CREATE, even in Perform, Respond Anchors.)</td>
</tr>
</tbody>
</table>

See handout for continued samples

Find your people:
- Higher Education personnel such as Elaine Bernstorf: Elaine.bernstorf@wichita.edu; 316-978-6953
- Consulting,
- Pre-service and In-service: Ask to attend literacy training PD
- Materials, Articles, Discussions: ASCD Educational Leadership
- Research and best practice information: CAST
- Administrators: What are they reading
- Teachers, SLP, OT, PT, and Behavior and Literacy Specialists

Locate your model of RtI or MTSS Resources:
- MTSS: Multi-Tiered System of Supports
- KS website: http://www.kansasmtss.org/index.htm
- Presentations: Has good information: http://kansasmtss.org/presentations.html (Also has some good Powerpoint information on Common Core, especially related to literacy.
- Tech Resource: Music For All iPad (on Facebook—new group)
Your Turn: Steps to Success

- Know your students: Observe, Ask, Observe, Learn
- Know your music: Content
- Know instructional learning levels and instructional sequences
- UNDERSTANDING BY DESIGN: UbD for Core Arts
- BIG IDEA; Enduring understandings; Essential Questions
- Universal Design: Can apply our old 9 standards
- Differentiated instruction:
  - CONTENT, PROCESS, PRODUCT
  - Readiness, Interests, Learning profiles
- MTSS as appropriate: Literacy and Behavior plans

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NAfME: Exceptional Learners SRIG