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The Benefits of Music Therapy and the Integration of Music Therapy into a Standard Curriculum for Special Needs Students

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RUNNING HEAD: THE BENEFITS OF MUSIC THERAPY

The Benefits of Music Therapy and the Integration of Music Therapy into a
Standard Curriculum for Special Needs Students

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Submitted in Partial Completion of the
Requirements for Commonwealth Honors in Special Education

Bridgewater State University

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Abstract

Music therapy and its benefits to students with exceptionalities in special education programs have been proven through many social-scientific studies discussed in the literature review. Music therapy is the use of music as a therapeutic intervention for those with mental health, emotional/behavioral, and learning exceptionalities. Definitions of music therapy depend on many variables such as the philosophy, techniques, aims, and objectives of the therapists (Toolan & Coleman, 1994). Students with challenging behaviors, such as aggression and self-injurious behavior (SIB), benefit greatly from interventions in music therapy (Savarimuthu & Bunnell, 2002). The specific goal of this project is to create greater awareness of the benefits of music therapy to students with special needs and to create a unique curriculum that would incorporate music therapy into the special education program. The methodology for this research includes an in-depth analysis of multiple literature on music education, music therapy interventions, and curriculum models in an effort to understand the curricular elements of music therapy that would benefit Special Education programs in Massachusetts. The anticipated outcome is to develop a curriculum specific for students with exceptionalities that includes music therapy. Researching music therapy is important because my career goal is to work with the special needs population and to ascertain that music therapy is a part in these students' effort to become productive members of society.

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The Benefits of Music Therapy and the Integration of Music Therapy into a Standard Curriculum for Special Needs Students

Music as an intervention tool is still not viewed as beneficial or effective by some health professionals (Savarimuthu & Bunnell, 2002). However, as this literature review that follows will demonstrate, music therapy is a very valuable tool when working with multiple variations and types of disabilities. Savarimuthu and Bunnell (2002) encourage participatory music, believing that it allows patients to communicate their emotions and feelings (Savarimuthu & Bunnell, 2002). However, it is important to note that participation with music therapy should not be restricted only to those people with the ability to play a music instrument. Anyone can participate in music therapy, and this alone is another reason why this inclusive form of intervention is such an essential tool when working with special needs students.

Students with special needs have many useful tools to aid them as they navigate school and society. These tools include Individualized Education Programs (IEPs) and the 504 Plan, under the Section 504 of the Rehabilitation Act of 1973. There is also legislature that passed through Congress, including the Education for All Handicapped Children Act in 1975, the Individuals with Disabilities Education Act (IDEA) in 1990, and the No Child Left Behind Act in 2001. Others do exist, but these legislations are among the most commonly applied in Special Education programs, including Inclusion or Sub-Separate classrooms. However, this literature review addresses one tool that is debatable as to whether it is effective or not; this tool is music therapy.

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Historical Background

Music Therapy is an intervention that utilizes music and the senses to “reduce or eliminate undesirable behaviors” (Savarimuthu & Bunnell, 2002, p.160). It has been used historically to treat mental health issues, including King Philip V of Spain and King George of Great Britain, who remain among those who utilized the treatment of music therapy (Savarimuthu & Bunnell, 2002). While some believe that the unconventional approach of music therapy has little effect and that this sort of therapy has less scientific weight, many reputable studies have been done to refute this opinion. Cochrane found music therapy to be “superior to placebo therapy with respect to verbal and gestural communicative skills” with children on the autism spectrum (Thompson & McFerran, 2015). Regarded as the pioneers of music therapy, Nordoff and Robins employed music intervention to treat children with developmental delays. As professionals began using music as a therapeutic intervention, people started to believe music could facilitate language development, play, physical development, and relationships with children with special needs (Thompson & McFerran, 2015). There exist emotional effects of music therapy on children with special needs as well (Constantin, 2015).

Music Therapy Compared to Music Education

According to the American Music Therapy Association (AMTA), music therapy is “the prescribed use of music by a qualified person to effect positive change in the psychological, physical, cognitive, or social functioning of individuals with health or educational problems” (Sausser & Waller, 2006). Music therapy differs from music education, although they do remain similar. Music educators are seeing an influx of students who have special needs since the passing of the Education for all Handicapped Children Act of 1975 also known as Public Law

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94-142 (Patterson, 2003). In a sense, music educators serve as the bridge between music education and music therapy, and these educators have the ability to refer special needs students to other resources, like music therapy, if needed.

Children with disabilities have a variety of characteristics, in which music therapy adapts to their needs. In the case studies conducted by Grace Thompson and Katrina McFerran, music therapy sessions were conducted to meet the needs of each individual young person (Thompson & McFerran, 2015). Some children may have mild to severe cognitive delays, resulting in a difficulty in focusing and maintaining attention for an extended period. Through music therapy, children with special needs can learn to verbalize their emotions. The music therapist can target the main prominent emotions a child could endure, such as happiness, sadness, anger, and fear (Constantin, 2015). The structure environment of the music therapy relationship aims to provide a time of special attention to having the patient expel their feelings, in which anxiety, anger, sadness, and other emotions can be held and contained by the therapist. The containment of the patient's emotions becomes reflected in the therapist's music and verbal expressions, causing the patient to feel understood (Toolan & Coleman, 1994). Music possesses the ability to create a positive experience where the children can enhance their self-esteem with others. In addition, music therapy facilitates language skills, participation in group sessions, and the nonverbal expression. The rhythmic component of music is providing multi-sensory stimulation in the auditory, visual, and tactile forms (Constantin, 2015).

Designing curricula for public special education programs consists of many aspects that result in creating a specific curriculum for a Special Education program difficult. It is difficult because each student with exceptionalities varies from the other; they are not one of the same. It is also important to note that modifications may need to be applied to the curriculum, because

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designing a specific curriculum is often trial and error to see what works and what does not. For example, there is a student who has been diagnosed with several disabilities and struggles with expressive language (Hammel, 2017). In the instructor's lesson plan, the domain addressed consists of communication, listening, joint attention, and eye gaze. However, participating in instrument playing or singing may not help each individual student. For example, a certain modification could be if a child cannot verbalize the song, he or she can just tap the beat on his or her legs (Hammel, 2017). It is also important to note that lesson plans are generally targeting the "middle" child or average learner, which unfortunately leaves the learners on the low end and the high end of the learning curve left out, and they do not receive the instruction best fit for their needs (Hammel, 2017).

Music Therapy for Emotional and Behavioral Disorders (EBD)

Students who are classified with an emotional and behavioral disorders usually express the following characteristics of short attention spans, difficulty relating to people, low self-esteem, familial struggles, and tend to be easily frustrated (Sausser & Waller, 2006). As a general rule, EBD students have trouble in the general education classroom setting, specifically in the subject of math, where teachers see the most behavior and emotional challenges. Many students classified with this disability are pulled out into resource rooms and usually receive RTI (Response to Intervention) support. As a result of the distracting stimuli involved with teaching students with EBD, teachers and researchers have concluded that a hands-on approach is the best technique for getting EBD students to express their understanding. Music is a motivating medium to use with students with EBD and music therapy services can provide an outlet for variety of positive outcomes, including nonverbal communication, structures for socialization, and aspects of educational experiences that each student can be successful.

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Music therapy interventions combined with effective behavior management techniques may provide a structured but creative outlet for professionals to teach and interact with students with EBD. It can be an invaluable service to promote two of the main factors that students with EBD tend to fight against—positive self-expression and instilling self-worth (Sausser & Waller, 2006). Music therapist and psychologist, Gewirtz utilized music therapy as a form of supportive psychotherapy with children. His goals for his patients were separated into three categories. The first category was short-term goals, where music would be used to produce an immediate positive behavioral result and using the educational value of music; the second group of goals were long-term goals, which included aspects such as socialization, group interaction, and cooperation; the final collection of goals consisted of promoting positive growth and self-esteem with the option and ability to have a successful social experience (Sausser & Waller, 2006).

Music Therapy for Students with Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder (ASD) is a life-long intellectual and developmental disability characterized by challenges in social functioning, reciprocation, deficits in speech and language, and unusual behavioral manifestations such as habitual repetitive movements and “great distress from environmental changes” (Boso et al, 2007). As a result of the challenges in social behavior and social communication, it is imperative that part of their curriculum should incorporate an intervention that addresses these needs. Significant improvements in regard to communicative behavior and emotional responsiveness through music interventions has been repeatedly reported by several independent investigators (Boso et al, 2007). In a study conducted by several medical professionals, five doctors examined the long-term active music therapy program on the behavioral profile in a group of young adults with severe autism. They also investigated the effects of active music teaching on musical skills, including singing a melody, playing the C

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scale on a keyboard, music absorption, rhythm reproduction, and execution of complex rhythmic patterns (Boso et al, 2007).

In this preliminary study, the data demonstrated in the table below illustrates that the patient's music skills, including singing a melody, playing the C scale on a keyboard, music absorption, rhythm reproduction, and execution of complex rhythmic patterns were all significantly improved compared to baseline ratings (Boso et al, 2007). The numbers represent results from the *post hoc* Newman-Keuls test and demonstrate that all music skills improved from T1 to T2, but none of the skills improved from t2 to t3, the only exception being the execution of complex rhythm patterns that did not illustrate any changes from t1 to t2, but did change significantly from T2 to T3 (Boso et al, 2007). Overall, this research proves that long-term music therapy serves as a recognized intervention tool that effectively works with ASD individuals with their communication and social skills, and their ability to express their feelings.

Music Therapy for Students with Learning Disabilities

“Music is an indispensable element in a broad and balanced curriculum for our pupils with learning difficulties” stated a headteacher, quoted in the journal article “Music Education for pupils with severe or profound multiple difficulties—current provision and future need” published in the *British Journal of Special Education* (Ockelford et al, 2002). While all of the disabilities discussed in this literature review are common, learning disabilities are the most prevalent, and included diagnoses such as Attention Deficit Hyperactivity Disorder (ADHD), also known by its other shortened title, Attention Deficit Disorder (ADD), dyslexia, and several others that frequent the general education classroom.

There is a close correlation between music and brain cognition (Zhang, 2018). Neuroscience studies have revealed that music education “may have a catalytic effect on brain cognition and

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development (Zhang, 2018). As shown in the chart from the journal *Education Sciences: Theory and Practice*, under exposure to music, patients can awaken a wide range of activities in the cerebral cortex and subcortex tissues, which can, in turn, change human cognition (Zhang, 2018). Music can significantly improve a learner's listening and language skills, as well as auditory perception and increase listening skills represented by sound discernment (Zhang, 2018). During music therapy for individuals with learning disabilities, musical activities can be implemented in three different ways, as Savarimuthu and Bunnell state, through records or cassettes, live music, or vibrational sensations. Background music is another form of musical intervention and is found through studies that it is useful in creating an environment where patients can relax and feel better (Savarimuthu & Bunnell, 2002).

In a study published by the *Journal of Intellectual and Developmental Disability*, researchers studied the impact of toy therapy versus music therapy, neither of which are conventional intervention tools. The results of the study demonstrated that music therapy was no more effective in increasing the communicativeness of the four participants in the case study than the same participants with the same therapist playing with a favorite toy, both however, were effective with the four participants with the disability (Thompson & McFerran, 2015).

Conclusion

Based off of the literature review discussing music therapy and its use as an intervention with various disabilities, all of the literature has pointed toward the fact that music therapy should become a conventional approach because of its proven effectiveness. Unlike some other more common approaches to working with students with special needs, music therapy is an inclusive practice that does not discriminate against any type of disability, no matter what challenges the disability presents in playing or listening to music. Following this review is a 9-

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week curriculum for 5th through 8th grade that incorporates music therapy practices into the general curriculum.

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Standard Curriculum Framework Lesson Plans (for a 9-week period)

Lesson Plan 1

Lesson Title Feeling the Music	Lesson Goal The students convey by writing or verbally explaining how the music makes them feel cognitively, emotionally, and physically	Week 1 (twice a week)
Domain Addressed Emotional, Communication		Targeted Disability Any variation/combination of ASD, EDBD, Learning Disabilities
Massachusetts Curriculum Framework Standard MR 0.8 Music Response Responding 8. Interpret intent and meaning in artistic work a. use specific vocabulary to identify details about a music work		
Learning Outcome (Objectives) <ul style="list-style-type: none"> • That students will be able to demonstrate any emotion (angry, sad, happy, etc.) they are feeling through the music they are listening to • That students will be able to write, verbally explain, or act out how the music makes them feel (they are able to convey 2 out of the 3 facets—cognitive, emotional, physical--that are essential to learning) • That students will be able to demonstrate respectful behavior towards their peers, while their peers are performing, explaining, or writing how/what they feel. 		
Access to Learning (Pre-requisite Knowledge) No pre-teaching needed		
Barriers to Learning* ASD: Some challenges these students may face is possible noise aversion and/or having trouble moving on with the lesson if something is proving challenging for them, they may also have trouble processing the information/directions EDBD: Some challenges these students may face is if they become frustrated with the tasks asked of them, or if their emotions cause undesirable behaviors that prevent them from learning, following instructions, sitting still Learning Disabilities: Some challenges these students may face are processing the information/directions that is being told to them, they may have trouble focusing and/or paying attention to a certain task for an extended amount of time		

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*RTI/Individual Instruction may need to be employed to remove identified barriers based on the students' IEPs

Current Performance Levels of Learners for Identified Lesson

Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disabilities
<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tends to seek social isolation the student(s) is behind his peers in the general education classroom, particular in Mathematics and ELA the student(s) tends to exhibit unusual sensory behavior <p>Performance Levels for Feeling the Music Lesson</p> <ul style="list-style-type: none"> the student(s) usually has an absence/challenge with imagination and social play if the environment becomes too agitated or energized, the student will usually yell "fire!" logical/mathematical learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have difficulty following directions the student(s) tends to act out aggressively or emotionally when a task becomes challenging the student(s) tend to seek social isolation the student(s) exhibits some learning difficulties and tend to be behind typical peers <p>Performance Levels for Feeling the Music Lesson</p> <ul style="list-style-type: none"> the student(s) is generally hyperactive and generally learns best when he/she/they can physically interact with the task the student(s) may have difficulty working partnering up and/or forming groups with peers to work on a given task bodily/kinesthetic learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have trouble focusing for an extended point in time the student(s) are easily distracted the student(s) have reading and writing challenges the student(s) have difficulty with organization and struggle with organizational skills <p>Performance Levels for Feeling the Music Lesson</p> <ul style="list-style-type: none"> the student(s) tends to have difficulty with hand-eye coordination the student(s) generally have trouble following directions the student(s) tend to have trouble remembering things the student(s) tend to have difficulty with sequencing written language is difficult to read visual/spatial learner

Materials

- Smartboard with a computer a sound system
- Lined or any specific paper needed for a certain student(s)
- Pencils

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Content			
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability	
<ul style="list-style-type: none"> • Introduction of what the class will be like • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Paper, pencil • Show an example of what the students could write with a song they all know 	<ul style="list-style-type: none"> • Introduction of what the class will be like • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Paper, pencil • Show an example of what the students could write with a song they all know 	<ul style="list-style-type: none"> • Introduction of what the class will be like • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Paper, pencil • Show an example of what the students could write with a song they all know 	
Instructional Process			
Format/Arrangement:	Instruct. Strategies:	Social & Physical Environment:	Co-Teaching Approaches:
Introduction of the class to the whole class before students sit in assigned desks arranged in a circle, with two desks off to the side for those who have difficulty sitting with other students	Verbally, visually, and kinesthetically explain the directions for the task	Desks will be in a circle, with 2 desks (more can be added) for those students who are unable to sit with their peers. There are yoga balls that can be put in place of a chair for those who need it	Paraprofessional will work with the teacher simultaneously, and working with group questions as a while, so the leading music therapist can have more one-to-one time with the student if they need help

Sequential Task Analysis of Lesson

Class 1 (30min)

1. **2-3mins** Welcome the students in and have them sit on the carpet in a circle
2. **~5mins** Music Therapist will explain what the class is going to be like and goes over the "Respect" poster, pointing to each item on the numbered list
3. **~5mins** Music therapist asks the students, by having them raise their hands, what their favorite kind of music is
4. **2-3 mins** Seat the students in the desks, gauged by each of their IEPs
5. **3mins** Music therapist will explain the directions (students will write down, or explain, or act out how the musical piece made them feel cognitively, emotionally, and physically)
6. **4mins** play "Canone" by Johann Pachelbel <https://www.youtube.com/watch?v=8Af372EQLck>
7. **7 mins** Have the students students will write down, or explain, or act out how the musical piece made them feel cognitively, emotionally, and physically

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8. **3mins** Close the lesson. Explain what will happen next class and collect the students' written responses (those who did the writing portion) and then line the students up to get ready to leave

Class 2 (30mins)

9. **2-3mins** Welcome the students in and have them seat at their assigned desks
10. **2-3mins** Briefly go over what was covered the previous class (asks the class, with raised hand, who can tell what was covered/what happened?)
11. **4mins** Replay Pachelbel's Canon to refresh their memory
12. **7 mins** Have the students who wished to complete the assignment verbally and want to tell the class stand in the middle of the circle and complete their task
13. **7 mins** Have the students who wished to act out the assignment, stand in the middle of the circle and act it out
14. **5 mins** Ask the students who wrote their answers down if they want to share, and allow them to
15. **3mins** Close the lesson. Explain what will happen next class. Allow those who write their answers down to bring it home

Generalization of Skills

Learning to express and even understand one's own emotions are a key part both inside and outside of the classroom. It helps the students with both interpersonal and intrapersonal connections, as well as academically, by learning to express the emotions in appropriate ways.

Assessment/Product

There is no real assessment for this lesson, it is more of a "get to know you." However, to ensure that the students are participating, the writing, acting, and verbal expressions could act as an assessment.

Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability
<ul style="list-style-type: none"> able to convey their emotions in healthy ways successfully wrote or verbally explained how the music made them feel 	<ul style="list-style-type: none"> able to sit for the entire class period, with little to no distraction Be able to convey their emotions in healthy ways Successfully acted out the emotions 	<ul style="list-style-type: none"> Able to sit for the entire class period on the yoga balls be able to convey their emotions in healthy ways Successfully either verbally explained or acted out their emotions

Sources

Hammel Alice M. (2017) Teaching Music to Students with Special Needs. New York: Oxford University Press.

YouTube: "Johann Pachelbel Canone" <https://www.youtube.com/watch?v=8Af372EQLck>

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Lesson Plan 2

Lesson Title	Lesson Goal	Week 2 (twice a week)
Physical Expression of Music	The students demonstrate an ability to follow directions and to manifest the directions into physical movements.	
Domain Addressed	Targeted Disability	
Physical, Behavior	Any variation/combination of ASD, EDBD, Learning Disabilities	
Massachusetts Curriculum Framework Standard		
MR 0.7 Music Response Responding 7. Perceive and analyze artistic work a. analyze how an artwork's form supports the composer's intention		
Learning Outcome (Objectives)		
<ul style="list-style-type: none"> • That students will be able to demonstrate any emotion (angry, sad, happy, etc.) they are feeling through the music they are listening to • That students will be able to demonstrate respectful behavior towards their peers, while their peers are performing, explaining, or writing how/what they feel. • Students will be able to convey 2 out of the 3 facets of learning (cognitive, emotional, physical) in some sort of active physical sense 		
Access to Learning (Pre-requisite Knowledge)		
No pre-teaching needed		
Barriers to Learning		
ASD: Some challenges these students may face is possible noise aversion and/or having trouble moving on with the lesson if something is proving challenging for them, they may also have trouble processing the information/directions		
EDBD: Some challenges these students may face is if they become frustrated with the tasks asked of them, or if their emotions cause undesirable behaviors that prevent them from learning, following instructions, sitting still		
Learning Disabilities: Some challenges these students may face are processing the information/directions that is being told to them, they may have trouble focusing and/or paying attention to a certain task for an extended amount of time		
*RTI/Individual Instruction may need to be employed to remove identified barriers based on the students' IEPs		
Current Performance Levels of Learners for Identified Lesson		

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Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disabilities
<p>General Performance Levels</p> <ul style="list-style-type: none"> • the student(s) tends to seek social isolation • the student(s) is behind his peers in the general education classroom, particular in Mathematics and ELA • the student(s) tends to exhibit unusual sensory behavior <p>Performance Levels for Physical Expression of Music</p> <ul style="list-style-type: none"> • the student(s) usually has trouble expressing emotions • if the environment becomes too agitated or energized, the student will usually yell “fire!” • logical/mathematical learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> • the student(s) tend to have difficulty following directions • the student(s) tends to act out aggressively or emotionally when a task becomes challenging • the student(s) tend to seek social isolation • the student(s) exhibits some learning difficulties and tend to be behind typical peers <p>Performance Levels for Physical Expression of Music</p> <ul style="list-style-type: none"> • the student(s) is generally hyperactive and generally learns best when he/she/they can physically interact with the task • the student(s) may have difficulty working partnering up and/or forming groups with peers to work on a given task • bodily/kinesthetic learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> • the student(s) tend to have trouble focusing for an extended point in time • the student(s) are easily distracted • the student(s) have reading and writing challenges • the student(s) have difficulty with organization and struggle with organizational skills <p>Performance Levels for Physical Expression of Music</p> <ul style="list-style-type: none"> • the student(s) tends to have difficulty with hand-eye coordination • the student(s) generally have trouble following directions • the student(s) tend to have trouble remembering things • visual/spatial learner
<p>Materials</p> <ul style="list-style-type: none"> • Yoga balls (one for each pair) • Smartboard with computer for sound system • iPads or tablets with headphones 		
<p>Content</p>		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability

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<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Yoga balls • Show an example of what the students will do – pair up with the co-teacher and demonstrate 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Yoga balls • Show an example of what the students will do – pair up with the co-teacher and demonstrate 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Yoga balls • Show an example of what the students will do – pair up with the co-teacher and demonstrate 	
Instructional Process			
Format/Arrangement:	Instruct. Strategies:	Social & Physical Environment:	Co-Teaching Approaches:
Students will be seated in a circle on the carpet during the introduction after the Welcome Activity. Students will then be paired up according around the room	Verbally, visually, and kinesthetically explain the directions for the task	Desks will be pushed against the wall so there is a large empty space in the middle of the room. Squares made of tape of 6ftx6ft (depends on the size of the room) are spread throughout the room for each pair of students to stand in	Paraprofessional will work with the teacher simultaneously, and working with group questions as a while, so the leading music therapist can have more one-to-one time with the student if they need help

Sequential Task Analysis of Lesson

Class 1 (30mins)

1. **2 mins** Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions
<https://www.youtube.com/watch?v=fpD9kRyBn8o>
2. **~4 mins** Have the students sit on the carpet in a circle and explain the directions
3. **~3 mins** Pair up the students accordingly and give each pair a number. The pair will go in that number square (ex. Square 1 will be for the pair with the number 1)
4. **~5mins** Play “Counting Stars” by One Republic and ask the students to think about how the music makes them feel, what it makes them think about, and how it makes them want to move
https://www.youtube.com/watch?v=hT_nvWreIhg&list=PLFwhUkU59Z5vFpB4mMnhj8vuu05b60VnK
5. **~5 mins** Play the song again. Now have them throw the ball back and forth to each other, with the catcher having to guess what emotion their partner is feeling based on how they throw the ball
6. **~7 mins** Pause the music and take away the balls. Now have each pair talk to one another and explain what emotions they were feeling, what it made them think about, and how it made them want to move
7. **4 mins** Close the lesson. Explain what will happen next class

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<p>Class 2 (30mins)</p> <ol style="list-style-type: none"> 8. 2 mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions https://www.youtube.com/watch?v=QfzRP6V5rE4 9. ~4 mins Have the students sit on the carpet in a circle and explain the directions (have them pick their favorite song and compose a short dance routine to the song according to how it makes them feel) 10. ~7 mins Have the students spread throughout the room. Handout the iPads and headphones to each student and have them start composing 11. ~10 mins Pair up the students have them perform their dances to each other. They will have to explain each other's dance to the class 12. ~6 mins Share out 13. ~1 min Close the lesson. Explain what will happen next class 								
<p>Generalization of Skills</p> <p>Learning to express and even understand one's own emotions are a key part both inside and outside of the classroom. It helps the students with both interpersonal and intrapersonal connections, as well as academically, by learning to express the emotions in appropriate ways.</p>								
<p>Assessment/Product</p> <p>There is no real assessment for this lesson, it is more of a "get to know you." However, to ensure that the students are participating, the writing, acting, and verbal expressions could act as an assessment.</p>								
<table border="1"> <thead> <tr> <th>Autism Spectrum Disorder</th> <th>Emotional and Behavioral Disorder</th> <th>Specific Learning Disability</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • able to convey their emotions in healthy ways • successfully verbally explained and acted out how the music made them feel </td> <td> <ul style="list-style-type: none"> • appropriately throwing the yoga ball, and it not being a distraction • Be able to convey their emotions in healthy ways • Successfully acted out the emotions and explained them </td> <td> <ul style="list-style-type: none"> • Able to throw the yoga ball without it becoming a distraction • be able to convey their emotions in healthy ways • Successfully either verbally explained or acted out their emotions </td> </tr> </tbody> </table>	Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability	<ul style="list-style-type: none"> • able to convey their emotions in healthy ways • successfully verbally explained and acted out how the music made them feel 	<ul style="list-style-type: none"> • appropriately throwing the yoga ball, and it not being a distraction • Be able to convey their emotions in healthy ways • Successfully acted out the emotions and explained them 	<ul style="list-style-type: none"> • Able to throw the yoga ball without it becoming a distraction • be able to convey their emotions in healthy ways • Successfully either verbally explained or acted out their emotions 		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability						
<ul style="list-style-type: none"> • able to convey their emotions in healthy ways • successfully verbally explained and acted out how the music made them feel 	<ul style="list-style-type: none"> • appropriately throwing the yoga ball, and it not being a distraction • Be able to convey their emotions in healthy ways • Successfully acted out the emotions and explained them 	<ul style="list-style-type: none"> • Able to throw the yoga ball without it becoming a distraction • be able to convey their emotions in healthy ways • Successfully either verbally explained or acted out their emotions 						
<p>Sources</p> <p>GoNoodle™ https://www.youtube.com/watch?v=fpD9kRyBn8o https://www.youtube.com/watch?v=QfzRP6V5rE4</p> <p>YouTube: "Counting Stars by One Republic" https://www.youtube.com/watch?v=hT_nvWreIhg&list=PLFwhUkU59Z5vFpB4mMNHj8vuu05b60VnK</p>								

THE BENEFITS OF MUSIC THERAPY

Lesson Plan 3

Lesson Title Beats	Lesson Goal The students demonstrate an ability to clap or tap to a beat, beginning with just simple beat patterns, then shifting to a basic song	Week 3 (twice a week)
Domain Addressed Physical, Cognitive	Targeted Disability Any variation/combination of ASD, EDBD, Learning Disabilities	
Massachusetts Curriculum Framework Standard MR 0.7 Music Response Responding 7. Perceive and analyze artistic work a. analyze how an artwork's form supports the composer's intention		
Learning Outcome (Objectives) <ul style="list-style-type: none"> • Given 5 simple beat patterns, students will clap with 98% accuracy to 4 out of the 5 beat patterns • That students will be able to demonstrate respectful behavior towards their peers, while their peers are clapping • Given 3 simple songs, students will be able to clap to the beat with 95% accuracy to 2 out of 3 of the songs 		
Access to Learning (Pre-requisite Knowledge) No pre-teaching needed		
Barriers to Learning ASD: Some challenges these students may face is possible noise aversion and/or having trouble moving on with the lesson if something is proving challenging for them, they may also have trouble processing the information/directions EDBD: Some challenges these students may face is if they become frustrated with the tasks asked of them, or if their emotions cause undesirable behaviors that prevent them from learning, following instructions, sitting still Learning Disabilities: Some challenges these students may face are processing the information/directions that is being told to them, they may have trouble focusing and/or paying attention to a certain task for an extended amount of time *RTI/Individual Instruction may need to be employed to remove identified barriers based on the students' IEPs		
Current Performance Levels of Learners for Identified Lesson		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disabilities

THE BENEFITS OF MUSIC THERAPY

<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tends to seek social isolation the student(s) is behind his peers in the general education classroom, particular in Mathematics and ELA the student(s) tends to exhibit unusual sensory behavior <p>Performance Levels for Beats Lesson</p> <ul style="list-style-type: none"> the student(s) usually has trouble following direction if the environment becomes too agitated or energized, the student will usually yell “fire!” logical/mathematical learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have difficulty following directions the student(s) tends to act out aggressively or emotionally when a task becomes challenging the student(s) tend to seek social isolation the student(s) exhibits some learning difficulties and tend to be behind typical peers <p>Performance Levels for Beats Lesson</p> <ul style="list-style-type: none"> the student(s) is generally hyperactive and generally learns best when he/she/they can physically interact with the task the student(s) may have difficulty working partnering up and/or forming groups with peers to work on a given task bodily/kinesthetic learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have trouble focusing for an extended point in time the student(s) are easily distracted the student(s) have reading and writing challenges the student(s) have difficulty with organization and struggle with organizational skills <p>Performance Levels for Beats Lesson</p> <ul style="list-style-type: none"> the student(s) tends to have difficulty with hand-eye coordination the student(s) generally have trouble following directions the student(s) tend to have trouble remembering things visual/spatial learner
<p>Materials</p> <ul style="list-style-type: none"> Smartboard with computer for sound system bongos 		
<p>Content</p>		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability

THE BENEFITS OF MUSIC THERAPY

<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Show an example of what the students will do – play an example of beat pattern (day 1), then a simple song (day 2) and show the students what they will do 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Show an example of what the students will do – play an example of beat pattern (day 1), then a simple song (day 2) and show the students what they will do 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Show an example of what the students will do – play an example of beat pattern (day 1), then a simple song (day 2) and show the students what they will do 	
Instructional Process			
Format/Arrangement:	Instruct. Strategies:	Social & Physical Environment:	Co-Teaching Approaches:
Students will be seated in a circle on the carpet during the introduction after the Welcome Activity. Students will then sit at their desk at their assigned places	Verbally, visually, and kinesthetically explain the directions for the task	Desks will be in a circle, with 2 desks (more can be added) for those students who are unable to sit with their peers. There are yoga balls that can be put in place of a chair for those who need it	Paraprofessional will work with the teacher simultaneously, and working with group questions as a while, so the leading music therapist can have more one-to-one time with the student if they need help

Sequential Task Analysis of Lesson

Class 1 (30mins)

1. ~2mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions <https://www.youtube.com/watch?v=SzERCIuaAoE>
2. ~4 mins Have the students sit on the carpet in a circle and explain the directions
3. ~5 mins Explain what a beat is, start by counting a simple beat pattern and then after demonstrating, have the students copy what music therapist just did
4. ~7 mins Take the bongos and play a simple beat on it. Then clap it out. After clapping it out, have the students clap with you
5. ~5 mins Play the beat pattern again. Now have them clap along to the beats by themselves
6. ~4 mins For the last few minutes of the lesson, have them turn to the person next to them and make up their own beat patterns
7. 3 mins Close the lesson. Explain what will happen next class

Class 2 (30mins)

THE BENEFITS OF MUSIC THERAPY

8. **3 mins** Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions
<https://www.youtube.com/watch?v=IJPvEs8qpQc>
9. **~4 mins** Have the students sit on the carpet in a circle and explain the directions
10. **~4 mins** Play the simple beat pattern song and have the students listen, and think about where the beat is
<https://www.youtube.com/watch?v=7IVE2Jmsfbl>
11. **~4 mins** Play the song again and this time tap along on the bongos. Have the students clap along with you
12. **~5 mins** Explain the beat pattern in the song. Then stand up and play the song again and clap and move the body to the beat
13. **~4 mins** Play the song once more and have the students do the same as the music therapist did in Step 13
14. **6 mins** Close out the lesson. Explain what will happen next class. For the rest of the time, allow them to take out the iPads and headphones and play music

Generalization of Skills

Learning to feel the beat will help them explore patterns they see in other classes (like mathematics) and in everyday life.

Assessment/Product

There is no real assessment for this lesson, it is more of a “get to know you.” However, to ensure that the students are participating, the writing, acting, and verbal expressions could act as an assessment.

Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability
<ul style="list-style-type: none"> • able to convey their emotions in healthy ways • successfully verbally explained and acted out how the music made them feel 	<ul style="list-style-type: none"> • appropriately throwing the yoga ball, and it not being a distraction • Be able to convey their emotions in healthy ways • Successfully acted out the emotions and explained them 	<ul style="list-style-type: none"> • Able to throw the yoga ball without it becoming a distraction • be able to convey their emotions in healthy ways • Successfully either verbally explained or acted out their emotions

Sources

GoNoodle™ <https://www.youtube.com/watch?v=SzERCIuaAoE>
<https://www.youtube.com/watch?v=IJPvEs8qpQc>

YouTube: <https://www.youtube.com/watch?v=7IVE2Jmsfbl>

THE BENEFITS OF MUSIC THERAPY

Lesson 4

Lesson Title Rhythm	Lesson Goal The students demonstrate an ability to clap or tap to a beat of a rhythm and to demonstrate their understanding of the different rhythms	Week 4 (twice a week)
Domain Addressed Physical, Cognitive	Targeted Disability Any variation/combination of ASD, EDBD, Learning Disabilities	
Massachusetts Curriculum Framework Standard MR 0.7 Music Response Responding 7. Perceive and analyze artistic work a. analyze how an artwork's form supports the composer's intention		
Learning Outcome (Objectives) <ul style="list-style-type: none"> • Given 5 simple rhythm patterns, students will be able to clap or tap to the beat to 4 of 5 rhythm patterns with 95% accuracy • That students will be able to demonstrate respectful behavior towards their peers, while their peers are clapping • Given 3 simple beat patterns, students will be able to create their own rhythms 		
Access to Learning (Pre-requisite Knowledge) No pre-teaching needed		
Barriers to Learning ASD: Some challenges these students may face is possible noise aversion and/or having trouble moving on with the lesson if something is proving challenging for them, they may also have trouble processing the information/directions EDBD: Some challenges these students may face is if they become frustrated with the tasks asked of them, or if their emotions cause undesirable behaviors that prevent them from learning, following instructions, sitting still Learning Disabilities: Some challenges these students may face are processing the information/directions that is being told to them, they may have trouble focusing and/or paying attention to a certain task for an extended amount of time *RTI/Individual Instruction may need to be employed to remove identified barriers based on the students' IEPs		
Current Performance Levels of Learners for Identified Lesson		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disabilities

THE BENEFITS OF MUSIC THERAPY

<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tends to seek social isolation the student(s) is behind his peers in the general education classroom, particular in Mathematics and ELA the student(s) tends to exhibit unusual sensory behavior <p>Performance Levels for Rhythm Lesson</p> <ul style="list-style-type: none"> the student(s) usually has trouble following direction if the environment becomes too agitated or energized, the student will usually yell “fire!” logical/mathematical learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have difficulty following directions the student(s) tends to act out aggressively or emotionally when a task becomes challenging the student(s) tend to seek social isolation the student(s) exhibits some learning difficulties and tend to be behind typical peers <p>Performance Levels for Rhythm Lesson</p> <ul style="list-style-type: none"> the student(s) is generally hyperactive and generally learns best when he/she/they can physically interact with the task the student(s) may have difficulty working partnering up and/or forming groups with peers to work on a given task bodily/kinesthetic learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have trouble focusing for an extended point in time the student(s) are easily distracted the student(s) have reading and writing challenges the student(s) have difficulty with organization and struggle with organizational skills <p>Performance Levels for Rhythm Lesson</p> <ul style="list-style-type: none"> the student(s) tends to have difficulty with hand-eye coordination the student(s) generally have trouble following directions the student(s) tend to have trouble remembering things visual/spatial learner
<p>Materials</p> <ul style="list-style-type: none"> Smartboard with computer for sound system iPads with headphones Bongos Triangle Xylophone Smaller drums Drumsticks 		
<p>Content</p>		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability

THE BENEFITS OF MUSIC THERAPY

<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Show an example of what the students will do – play an example of a rhythm (day 1), then some simple beat patterns (day 2) and show the students what they will do 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Show an example of what the students will do – play an example of a rhythm (day 1), then some simple beat patterns (day 2) and show the students what they will do 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Show an example of what the students will do – play an example of a rhythm (day 1), then some simple beat patterns (day 2) and show the students what they will do 	
Instructional Process			
Format/Arrangement:	Instruct. Strategies:	Social & Physical Environment:	Co-Teaching Approaches:
Students will be seated in a circle on the carpet during the introduction after the Welcome Activity. Students will then sit at their desk at their assigned places	Verbally, visually, and kinesthetically explain the directions for the task	Desks will be in a circle, with 2 desks (more can be added) for those students who are unable to sit with their peers. There are yoga balls that can be put in place of a chair for those who need it	Paraprofessional will work with the teacher simultaneously, and working with group questions as a while, so the leading music therapist can have more one-to-one time with the student if they need help

Sequential Task Analysis of Lesson

Class 1 (30mins)

1. ~2mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions <https://www.youtube.com/watch?v=psUPYR235O8>
2. ~4 mins Have the students sit on the carpet in a circle and explain the directions
3. ~5 mins Explain what a rhythm is and how it is made up of beat patterns. Explain how rhythm is music's emotion, its expression
4. ~2 mins Show the "Beat and Rhythm" video <https://www.youtube.com/watch?v=9DjoipqbkC8>
5. ~5mins Explain how rhythm is made up of long and short beats and draw quarter and eighth notes on the board. Explain how the notes with the stem are long and the notes with the flag are shorter
6. ~3 mins Play video on rhythm <https://www.youtube.com/watch?v=vRSJjhRiOs>
7. 5 mins Review the video. Play the video again and have them clap along this time
8. 3 mins Close the lesson. Explain what will happen next week.

THE BENEFITS OF MUSIC THERAPY

Class 2 (30mins)		
<p>9. 3 mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions https://www.youtube.com/watch?v=58B4TVE-dT8</p> <p>10. ~4 mins Have the students sit on the carpet in a circle and explain the directions</p> <p>11. ~5 mins Review what they learned last class. Start with reviewing the quarter and eighth notes (not by name, just by long note and short notes)</p> <p>12. ~5 mins Play a simple beat pattern on the bongos. Then play a series of beat patterns and explain how these make up one rhythm</p> <p>13. ~7 mins Now, have the students pick out their instrument of choice, or the iPad for Garage Band, and have them make up their own rhythms</p> <p>14. ~5 mins Have them show and tell their own rhythms for those who want to</p> <p>15. 1 min Close out the lesson. Explain what will happen next week</p>		
Generalization of Skills		
Learning to feel the rhythms in music will help them explore patterns they see in other classes (like mathematics) and in everyday life.		
Assessment/Product		
Based off of the Learning Objectives:		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability
<ul style="list-style-type: none"> able to convey their emotions in healthy ways successfully verbally explained and acted out how the music made them feel Given 5 simple rhythm patterns, students will be able to clap or tap to the beat to 4 of 5 rhythm patterns with 95% accuracy Given 3 simple beat patterns, students will be able to copy the beat pattern on their medium of choice 	<ul style="list-style-type: none"> appropriately throwing the yoga ball, and it not being a distraction Be able to convey their emotions in healthy ways Successfully acted out the emotions and explained them Given 5 simple rhythm patterns, students will be able to clap or tap to the beat to 4 of 5 rhythm patterns with 95% accuracy Given 3 simple beat patterns, students will be able to create their own rhythms 	<ul style="list-style-type: none"> Able to throw the yoga ball without it becoming a distraction be able to convey their emotions in healthy ways Successfully either verbally explained or acted out their emotions Given 5 simple rhythm patterns, students will be able to clap or tap to the beat to 4 of 5 rhythm patterns with 95% accuracy Given 3 simple beat patterns, students will be able to create their own rhythms
Sources		
GoNoodle™ https://www.youtube.com/watch?v=psUPYR235O8 https://www.youtube.com/watch?v=58B4TVE-dT8		
YouTube: https://www.youtube.com/watch?v=9DjoipgbkC8 https://www.youtube.com/watch?v=vRSJijhRIOs		

THE BENEFITS OF MUSIC THERAPY

Lesson Plan 5

Lesson Title Note Values	Lesson Goal The students demonstrate an understanding of numerical note values and understand how it applies to rhythms	Week 5 (twice a week)
Domain Addressed Physical, Cognitive	Targeted Disability Any variation/combination of ASD, EDBD, Learning Disabilities	
Massachusetts Curriculum Framework Standard MR 0.8 Music Response Responding 8. Interpret intent and meaning in artistic work a. use specific vocabulary to identify details about a musical work		
Learning Outcome (Objectives) <ul style="list-style-type: none"> • Given a worksheet with 10 notes (whole, half, quarter, eighth, sixteenth), students are able to name 8 of 10 notes (80% accuracy) • That students will be able to demonstrate respectful behavior towards their peers • Given 3 simple beat note patterns, students will be able to label which notes are which with 95% accuracy 		
Access to Learning (Pre-requisite Knowledge) No pre-teaching needed		
Barriers to Learning ASD: Some challenges these students may face is having trouble moving on with the lesson if something is proving challenging for them, they may also have trouble processing the information/directions EDBD: Some challenges these students may face is if they become frustrated with the tasks asked of them, or if their emotions cause undesirable behaviors that prevent them from learning, following instructions, sitting still Learning Disabilities: Some challenges these students may face are processing the information/directions that is being told to them, they may have trouble focusing and/or paying attention to a certain task for an extended amount of time *RTI/Individual Instruction may need to be employed to remove identified barriers based on the students' IEPs		
Current Performance Levels of Learners for Identified Lesson		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disabilities

THE BENEFITS OF MUSIC THERAPY

<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tends to seek social isolation the student(s) is behind his peers in the general education classroom, particular in Mathematics and ELA the student(s) tends to exhibit unusual sensory behavior <p>Performance Levels for Note Values Lesson</p> <ul style="list-style-type: none"> the student(s) usually has trouble following direction logical/mathematical learner student may have trouble following the line of thought regarding the lesson 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have difficulty following directions the student(s) tends to act out aggressively or emotionally when a task becomes challenging the student(s) tend to seek social isolation the student(s) exhibits some learning difficulties and tend to be behind typical peers <p>Performance Levels for Note Values Lesson</p> <ul style="list-style-type: none"> the student(s) is generally hyperactive and generally learns best when he/she/they can physically interact with the task the student(s) may have difficulty working partnering up and/or forming groups with peers to work on a given task tends to have difficulty with math and logical thinking bodily/kinesthetic learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have trouble focusing for an extended point in time the student(s) are easily distracted the student(s) have reading and writing challenges the student(s) have difficulty with organization and struggle with organizational skills <p>Performance Levels for Note Values Lesson</p> <ul style="list-style-type: none"> the student(s) generally have trouble following directions the student(s) tend to have trouble remembering things visual/spatial learner
<p>Materials</p> <ul style="list-style-type: none"> Smartboard with computer for sound system Note worksheets Pencils Note ID cards Colorful magnetic Note Cards that stick to the Smartboard 		
<p>Content</p>		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability

THE BENEFITS OF MUSIC THERAPY

<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Explanation of note values and note names • Pencil and worksheets 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Explanation of note values and note names • Magnetic note cards, note ID cards 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Explanation of note values and note names • Choice between pencil/worksheet or magnetic note cards/note ID cards
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Instructional Process

Format/Arrangement:	Instruct. Strategies:	Social & Physical Environment:	Co-Teaching Approaches:
Students will be seated in a circle on the carpet during the introduction after the Welcome Activity. Students will then sit at their desk at their assigned places	Verbally, visually, and kinesthetically explain the directions for the task	Desks will be in a circle, with 2 desks (more can be added) for those students who are unable to sit with their peers. There are yoga balls that can be put in place of a chair for those who need it	Paraprofessional will work with the teacher simultaneously, and working with group questions as a while, so the leading music therapist can have more one-to-one time with the student if they need help

Sequential Task Analysis of Lesson

Class 1 (30mins)

1. ~2mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions
<https://www.youtube.com/watch?v=RbzcLzMPyIg>
2. ~4 mins Have the students sit on the carpet in a circle and explain the directions
3. ~7mins Explain note names using note ID cards. Give silly names to the notes like “hollow belly half note”
4. ~2 mins Show the “Old Town Road Note Names” video
<https://www.youtube.com/watch?v=LgttI5Xho2A>
5. ~6 mins Pair up the students and have them quiz each other on the note names
6. 2 mins Play “Intro to Rhythm Reading”
<https://www.youtube.com/watch?v=4vZ5mlfZlgk&list=PLBO6YrP9PcG9VLrQILBQ2QWwbpG1w8gve&index=25>
7. 6 mins Close the lesson. Explain what will happen next week and let them continue to play with note ID cards until the end of class

THE BENEFITS OF MUSIC THERAPY

Class 2 (30mins)		
<p>8. 3 mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions https://www.youtube.com/watch?v=psUPYR235O8</p> <p>9. ~4 mins Have the students sit on the carpet in a circle and explain the directions</p> <p>10. ~6 mins Review what they learned last class. Play Around the World, but with the Note ID cards</p> <p>11. ~5 mins Explain how each note name gives a clue to how much it is worth (like money)</p> <p>12. ~3 mins Play Note Value video https://www.youtube.com/watch?v=YjFIILKjmkI</p> <p>13. ~7mins Pair up the students accordingly and have them work on the Note Value worksheets</p> <p>14. 2 mins Close out the lesson. Explain what will happen next week</p>		
Generalization of Skills		
Learning the note names and note values will help them understand fraction worth (mathematics) and aid them in having a better understanding in music they hear in everyday life		
Assessment/Product		
Based off of the Learning Objectives:		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability
<ul style="list-style-type: none"> able to convey their emotions in healthy ways successfully verbally explained and acted out how the music made them feel Given a worksheet with 10 notes (whole, half, quarter, eighth, sixteenth), students are able to name 8 of 10 notes (80% accuracy) Given 3 simple beat note patterns, students will be able to label which notes are which with 95% accuracy 	<ul style="list-style-type: none"> appropriately throwing the yoga ball, and it not being a distraction Be able to convey their emotions in healthy ways Successfully acted out the emotions and explained them Given 3 simple beat note patterns, students will be able to label which notes are which with 95% accuracy Given a note value, student will be able to clap for that value of the note with 98% accuracy 	<ul style="list-style-type: none"> Able to throw the yoga ball without it becoming a distraction be able to convey their emotions in healthy ways Successfully either verbally explained or acted out their emotions Given a worksheet with 10 notes (whole, half, quarter, eighth, sixteenth), students are able to name 8 of 10 notes (80% accuracy) Given 3 simple beat note patterns, students will be able to label which notes are which with 95% accuracy
Sources		
GoNoodle™ https://www.youtube.com/watch?v=RbzcLzMPyIg https://www.youtube.com/watch?v=psUPYR235O8		
YouTube: https://www.youtube.com/watch?v=LgttI5Xho2A https://www.youtube.com/watch?v=4vZ5mlfZlgk&list=PLBO6YrP9PcG9VLrQILBQ2QWwbpG1w8gve&index=25 https://www.youtube.com/watch?v=YjFIILKjmkI		

THE BENEFITS OF MUSIC THERAPY

Lesson Plan 6

Lesson Title	Lesson Goal	Week 6 (twice a week)
Note Pitch	The students demonstrate an understanding of a note pitch	
Domain Addressed	Targeted Disability	
Physical, Cognitive	Any variation/combination of ASD, EDBD, Learning Disabilities	
Massachusetts Curriculum Framework Standard		
MR 0.8 Music Response Responding 8. Interpret intent and meaning in artistic work a. use specific vocabulary to identify details about a musical work		
Learning Outcome (Objectives)		
<ul style="list-style-type: none"> Given a series of pitches, students can label “high or low pitch” with 98% accuracy That students will be able to demonstrate respectful behavior towards their peers 		
Access to Learning (Pre-requisite Knowledge)		
No pre-teaching needed		
Barriers to Learning		
ASD: Some challenges these students may face is having trouble moving on with the lesson if something is proving challenging for them, they may also have trouble processing the information/directions		
EDBD: Some challenges these students may face is if they become frustrated with the tasks asked of them, or if their emotions cause undesirable behaviors that prevent them from learning, following instructions, sitting still		
Learning Disabilities: Some challenges these students may face are processing the information/directions that is being told to them, they may have trouble focusing and/or paying attention to a certain task for an extended amount of time		
*RTI/Individual Instruction may need to be employed to remove identified barriers based on the students’ IEPs		
Current Performance Levels of Learners for Identified Lesson		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disabilities

THE BENEFITS OF MUSIC THERAPY

<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tends to seek social isolation the student(s) is behind his peers in the general education classroom, particular in Mathematics and ELA the student(s) tends to exhibit unusual sensory behavior <p>Performance Levels for Note Pitch Lesson</p> <ul style="list-style-type: none"> the student(s) usually has trouble following direction logical/mathematical learner student may have trouble following the line of thought regarding the lesson 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have difficulty following directions the student(s) tends to act out aggressively or emotionally when a task becomes challenging the student(s) tend to seek social isolation the student(s) exhibits some learning difficulties and tend to be behind typical peers <p>Performance Levels for Note Pitch Lesson</p> <ul style="list-style-type: none"> the student(s) is generally hyperactive and generally learns best when he/she/they can physically interact with the task the student(s) may have difficulty working partnering up and/or forming groups with peers to work on a given task tends to have difficulty with math and logical thinking bodily/kinesthetic learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have trouble focusing for an extended point in time the student(s) are easily distracted the student(s) have reading and writing challenges the student(s) have difficulty with organization and struggle with organizational skills <p>Performance Levels for Note Pitch Lesson</p> <ul style="list-style-type: none"> the student(s) generally have trouble following directions the student(s) tend to have trouble remembering things visual/spatial learner
<p>Materials</p> <ul style="list-style-type: none"> Smartboard with computer for sound system iPads with headphones 		
<p>Content</p>		
<p>Autism Spectrum Disorder</p>	<p>Emotional and Behavioral Disorder</p>	<p>Specific Learning Disability</p>

THE BENEFITS OF MUSIC THERAPY

<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Explanation of what a pitch is • iPads and headphones 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Explanation of what a pitch is • iPads and headphones 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Explanation what a pitch is • iPads and headphones
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Instructional Process

Format/Arrangement:	Instruct. Strategies:	Social & Physical Environment:	Co-Teaching Approaches:
Students will be seated in a circle on the carpet during the introduction after the Welcome Activity. Students will then sit at their desk at their assigned places	Verbally, visually, and kinesthetically explain the directions for the task	Desks will be in a circle, with 2 desks (more can be added) for those students who are unable to sit with their peers. There are yoga balls that can be put in place of a chair for those who need it	Paraprofessional will work with the teacher simultaneously, and working with group questions as a whole, so the leading music therapist can have more one-to-one time with the student if they need help

Sequential Task Analysis of Lesson

Class 1 (30mins)

1. ~2mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions https://www.youtube.com/watch?v=sWH4fJ0pt-I&list=PLCePXhKDS9ypMvZpzzgvHvPWO0IRYe_0A&index=11
2. ~4 mins Have the students sit on the carpet in a circle and explain the directions
3. ~5mins Explain what a pitch is, outside of music (how high or low a sound is)
4. ~3 mins Then explain how this relates to a musical pitch. Add that pitch also adds, like the rhythm and beat, to the emotion of a musical piece
5. ~5 mins Teach “Do Re Mi Fa So La Ti Do” pitch
6. 2 mins Play Sound of Music clip <https://www.youtube.com/watch?v=drnBMAEA3AM>
7. 6 mins Have them pair up and play the DoSolFa™ app game on their iPads
8. 3 mins Close the lesson. Explain what will happen next class

Class 2 (30mins)

THE BENEFITS OF MUSIC THERAPY

<p>9. 3 mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions https://www.youtube.com/watch?v=MAp7TYPYcc</p> <p>10. 26 mins Show part of Sing™</p> <p>11. 1 min Close the lesson. Explain what will happen next week</p>		
<p>Generalization of Skills</p> <p>Learning about musical pitch will help them have a better understanding of music.</p>		
<p>Assessment/Product</p> <p>Based off of the Learning Objectives:</p>		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability
<ul style="list-style-type: none"> able to convey their emotions in healthy ways Given a series of pitches, students can label “high or low pitch” with 98% accuracy 	<ul style="list-style-type: none"> Able to sit without becoming distracted or having to repeatedly get up Be able to convey their emotions in healthy ways Given a series of pitches, students can label “high or low pitch” with 98% accuracy 	<ul style="list-style-type: none"> Able to sit without becoming distracted or having to repeatedly get up be able to convey their emotions in healthy ways Given a series of pitches, students can label “high or low pitch” with 98% accuracy
<p>Sources</p> <p>GoNoodle™ https://www.youtube.com/watch?v=sWH4fJ0pt-I&list=PLCePXhKDS9ypMvZpzggvHvPWO0IRYe_0A&index=11 https://www.youtube.com/watch?v=MAp7TYPYcc</p> <p>YouTube: https://www.youtube.com/watch?v=dmBMAEA3AM</p> <p>Movie: Sing™</p>		

THE BENEFITS OF MUSIC THERAPY

Lesson Plan 7

Lesson Title	Lesson Goal	Week 7 (twice a week)
Double Trouble (note pitch cont.)	The students demonstrate an understanding of a note pitch through singing and copying	
Domain Addressed	Targeted Disability	
Physical, Cognitive, Communication	Any variation/combination of ASD, EDBD, Learning Disabilities	
Massachusetts Curriculum Framework Standard		
MP 0.6 Music Performance Performing 6. Convey meaning through the presentation of artistic work a. sing and play in groups responding to cues from a conductor exhibiting stylistic elements		
Learning Outcome (Objectives)		
<ul style="list-style-type: none"> • Students will be able to sing the same song in 2 different pitches with 90% accuracy with the therapist • That students will be able to demonstrate respectful behavior towards their peers • Students will be able to sing a different song in 2 different pitches with 98% accuracy with a partner 		
Access to Learning (Pre-requisite Knowledge)		
No pre-teaching needed		
Barriers to Learning		
ASD: Some challenges these students may face is having trouble moving on with the lesson if something is proving challenging for them, they may also have trouble processing the information/directions		
EDBD: Some challenges these students may face is if they become frustrated with the tasks asked of them, or if their emotions cause undesirable behaviors that prevent them from learning, following instructions, sitting still		
Learning Disabilities: Some challenges these students may face are processing the information/directions that is being told to them, they may have trouble focusing and/or paying attention to a certain task for an extended amount of time		
*RTI/Individual Instruction may need to be employed to remove identified barriers based on the students' IEPs		
Current Performance Levels of Learners for Identified Lesson		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disabilities

THE BENEFITS OF MUSIC THERAPY

<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tends to seek social isolation the student(s) is behind his peers in the general education classroom, particular in Mathematics and ELA the student(s) tends to exhibit unusual sensory behavior <p>Performance Levels for Double Trouble Lesson</p> <ul style="list-style-type: none"> the student(s) usually has trouble following direction logical/mathematical learner student may have trouble following the line of thought regarding the lesson may have trouble distinguishing between different pitches 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have difficulty following directions the student(s) tends to act out aggressively or emotionally when a task becomes challenging the student(s) tend to seek social isolation the student(s) exhibits some learning difficulties and tend to be behind typical peers <p>Performance Levels for Double Trouble Lesson</p> <ul style="list-style-type: none"> the student(s) is generally hyperactive and generally learns best when he/she/they can physically interact with the task the student(s) may have difficulty working partnering up and/or forming groups with peers to work on a given task tends to have difficulty with math and logical thinking bodily/kinesthetic learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have trouble focusing for an extended point in time the student(s) are easily distracted the student(s) have reading and writing challenges the student(s) have difficulty with organization and struggle with organizational skills <p>Performance Levels for Double Trouble Lesson</p> <ul style="list-style-type: none"> the student(s) generally have trouble following directions the student(s) tend to have trouble remembering things visual/spatial learner
<p>Materials</p> <ul style="list-style-type: none"> Smartboard with computer for sound system iPads with headphones 		
<p>Content</p>		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability

THE BENEFITS OF MUSIC THERAPY

<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Review of what a pitch is • iPads and headphones 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Review of what a pitch is • iPads and headphones 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Review of what a pitch is • iPads and headphones
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Instructional Process

Format/Arrangement:	Instruct. Strategies:	Social & Physical Environment:	Co-Teaching Approaches:
Students will be seated in a circle on the carpet during the introduction after the Welcome Activity. Students will then sit at their desk at their assigned places	Verbally, visually, and kinesthetically explain the directions for the task	Desks will be in a circle, with 2 desks (more can be added) for those students who are unable to sit with their peers. There are yoga balls that can be put in place of a chair for those who need it	Paraprofessional will work with the teacher simultaneously, and working with group questions as a while, so the leading music therapist can have more one-to-one time with the student if they need help

Sequential Task Analysis of Lesson

Class 1 (30mins)

1. ~2mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions <https://www.youtube.com/watch?v=RbzcLzMPyIg>
2. ~4 mins Have the students sit on the carpet in a circle and explain the directions
3. ~4mins Review what a pitch is (have a student explain it to the class)
4. ~3 mins Explain how we're going to use "Galway Girl" in two different keys/pitches
5. ~3mins Play Lower Key Galway Girl <https://www.youtube.com/watch?v=56bDpC4QQRs>
6. ~3 mins Play Higher Key Galway Girl <https://www.youtube.com/watch?v=qYqtdQvbvmY>
7. Sing along with both version
8. ~7mins Now do the same again and have one student lead the higher key and one lead the lower key
9. 4 mins Close the lesson. Explain what will happen next class

Class 2 (30mins)

10. 3 mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions

THE BENEFITS OF MUSIC THERAPY

<https://www.youtube.com/watch?v=iV3e8cODLoI&list=PLnWncmeW3id5IHGIvRijPch4O64SKkGII&index=10>

11. **5 mins** Explain how they will pair up and pick one song per pair and sing the same song in two different pitches
12. **7 mins** Pair them up and have them each pick a song and decide how they will sing it in two different pitches
13. **6 mins** Practice time
14. **6 mins** Share out
15. **3 mins** Close lesson. Explain what will happen next class

Generalization of Skills

Learning about musical pitch will help them have a better understanding of music.

Assessment/Product

Based off of the Learning Objectives:

Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability
<ul style="list-style-type: none"> • able to convey their emotions in healthy ways • Students will be able to sing the same song in 2 different pitches with 90% accuracy with the therapist • That students will be able to demonstrate respectful behavior towards their peers • Students will be able to sing a different song in 2 different pitches with 98% accuracy with a partner 	<ul style="list-style-type: none"> • Able to sit without becoming distracted or having to repeatedly get up • Students will be able to sing the same song in 2 different pitches with 90% accuracy with the therapist • That students will be able to demonstrate respectful behavior towards their peers • Students will be able to sing a different song in 2 different pitches with 98% accuracy with a partner 	<ul style="list-style-type: none"> • Able to sit without becoming distracted or having to repeatedly get up • Students will be able to sing the same song in 2 different pitches with 90% accuracy with the therapist • That students will be able to demonstrate respectful behavior towards their peers • Students will be able to sing a different song in 2 different pitches with 98% accuracy with a partner

Sources

GoNoodle™ <https://www.youtube.com/watch?v=RbzcLzMPyIg>

<https://www.youtube.com/watch?v=iV3e8cODLoI&list=PLnWncmeW3id5IHGIvRijPch4O64SKkGII&index=10>

YouTube: <https://www.youtube.com/watch?v=56bDpC4QQRs>
<https://www.youtube.com/watch?v=qYqtdQvbvmY>

THE BENEFITS OF MUSIC THERAPY

Lesson Plan 8

Lesson Title	Lesson Goal	Week 8 (twice a week)
Composition Part 1	The students demonstrate an understanding of how to compose a unique piece using beat and rhythm and one pitch	
Domain Addressed	Targeted Disability	
Physical, Cognitive, Communication, Emotional	Any variation/combination of ASD, EDBD, Learning Disabilities	
Massachusetts Curriculum Framework Standard		
MCr 0.2 Music Creation Creating 2. Organize and develop artistic ideas and work a. organize musical ideas using expended forms such as rondo and theme and variation		
Learning Outcome (Objectives)		
<ul style="list-style-type: none"> • Students will be able to compose their own unique piece using two different beat patterns, any number of rhythms, and one pitch that makes them feel the same emotion the first musical piece did on the first day of class • That students will be able to demonstrate respectful behavior towards their peers 		
Access to Learning (Pre-requisite Knowledge)		
No pre-teaching needed		
Barriers to Learning		
ASD: Some challenges these students may face is having trouble moving on with the lesson if something is proving challenging for them, they may also have trouble processing the information/directions		
EDBD: Some challenges these students may face is if they become frustrated with the tasks asked of them, or if their emotions cause undesirable behaviors that prevent them from learning, following instructions, sitting still		
Learning Disabilities: Some challenges these students may face are processing the information/directions that is being told to them, they may have trouble focusing and/or paying attention to a certain task for an extended amount of time		
*RTI/Individual Instruction may need to be employed to remove identified barriers based on the students' IEPs		
Current Performance Levels of Learners for Identified Lesson		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disabilities

THE BENEFITS OF MUSIC THERAPY

<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tends to seek social isolation the student(s) is behind his peers in the general education classroom, particular in Mathematics and ELA the student(s) tends to exhibit unusual sensory behavior <p>Performance Levels for Composition Lesson</p> <ul style="list-style-type: none"> the student(s) usually has trouble following direction logical/mathematical learner student may have trouble following the line of thought regarding the lesson 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have difficulty following directions the student(s) tends to act out aggressively or emotionally when a task becomes challenging the student(s) tend to seek social isolation the student(s) exhibits some learning difficulties and tend to be behind typical peers <p>Performance Levels for Composition Lesson</p> <ul style="list-style-type: none"> the student(s) is generally hyperactive and generally learns best when he/she/they can physically interact with the task the student(s) may have difficulty working partnering up and/or forming groups with peers to work on a given task bodily/kinesthetic learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have trouble focusing for an extended point in time the student(s) are easily distracted the student(s) have reading and writing challenges the student(s) have difficulty with organization and struggle with organizational skills <p>Performance Levels for Composition Lesson</p> <ul style="list-style-type: none"> the student(s) generally have trouble following directions the student(s) tend to have trouble remembering things visual/spatial learner
<p>Materials</p> <ul style="list-style-type: none"> Smartboard with computer for sound system iPads with headphones 		
<p>Content</p>		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability

THE BENEFITS OF MUSIC THERAPY

<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Review of beat patterns, rhythms, note values, and note pitches • iPads and headphones 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Review of beat patterns, rhythms, note values, and note pitches • iPads and headphones 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Review of beat patterns, rhythms, note values, and note pitches • iPads and headphones
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Instructional Process

Format/Arrangement:	Instruct. Strategies:	Social & Physical Environment:	Co-Teaching Approaches:
Students will be seated in a circle on the carpet during the introduction after the Welcome Activity. Students will then sit at their desk at their assigned places	Verbally, visually, and kinesthetically explain the directions for the task	Desks will be in a circle, with 2 desks (more can be added) for those students who are unable to sit with their peers. There are yoga balls that can be put in place of a chair for those who need it	Paraprofessional will work with the teacher simultaneously, and working with group questions as a while, so the leading music therapist can have more one-to-one time with the student if they need help

Sequential Task Analysis of Lesson

Class 1 (30mins)

1. **~2mins** Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions
<https://www.youtube.com/watch?v=IL7M6yQxW9c&list=PLnWncmeW3id5IHGIvRijPch4O64SKkGII&index=11>
2. **~4 mins** Have the students sit on the carpet in a circle and explain the directions
3. **~6mins** Review what beat patterns, rhythms, note values, and note pitches are (using a participatory format)
4. **~3 mins** Explain how they're going to create their own unique piece using 2 different beat patterns, rhythms, different note values, and one pitch
5. **~12 mins** Have them brainstorm and work on their pieces independently
6. **3 mins** Close the lesson. Continue composition next class

Class 2 (30mins)

THE BENEFITS OF MUSIC THERAPY

<p>7. 3 mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions https://www.youtube.com/watch?v=bS7H4FbqOYQ&list=PLnWncmeW3id5IHGIvRijPch4O64SKkGII&index=15</p> <p>8. 3 mins Review what happened last class</p> <p>9. 5 mins Let last minute touches be made</p> <p>10. 16mins Have each student share his/her/their composition</p> <p>11. 3 mins Close lesson. Explain what will happen next class</p>		
<p>Generalization of Skills</p> <p>Having them learn about composition will strengthen their imagination and creativity, that will in turn affect other areas of learning.</p>		
<p>Assessment/Product</p> <p>Based off of the Learning Objectives:</p>		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability
<ul style="list-style-type: none"> able to convey their emotions in healthy ways with a partner Students will be able to compose their own unique piece using two different beat patterns, any number of rhythms, and one pitch that makes them feel the same emotion the first musical piece did on the first day of class That students will be able to demonstrate respectful behavior towards their peers 	<ul style="list-style-type: none"> Able to sit without becoming distracted or having to repeatedly get up Students will be able to compose their own unique piece using two different beat patterns, any number of rhythms, and one pitch that makes them feel the same emotion the first musical piece did on the first day of class That students will be able to demonstrate respectful behavior towards their peers 	<ul style="list-style-type: none"> Able to sit without becoming distracted or having to repeatedly get up Students will be able to compose their own unique piece using two different beat patterns, any number of rhythms, and one pitch that makes them feel the same emotion the first musical piece did on the first day of class That students will be able to demonstrate respectful behavior towards their peers
<p>Sources</p> <p>GoNoodle™ https://www.youtube.com/watch?v=IL7M6yQxW9c&list=PLnWncmeW3id5IHGIvRijPch4O64SKkGII&index=11 https://www.youtube.com/watch?v=bS7H4FbqOYQ&list=PLnWncmeW3id5IHGIvRijPch4O64SKkGII&index=15</p>		

THE BENEFITS OF MUSIC THERAPY

Lesson Plan 9

Lesson Title	Lesson Goal	Week 9 (twice a week)
Composition Part 2	The students demonstrate an understanding of how to compose a unique piece using beat patterns and rhythm and two pitches	
Domain Addressed	Targeted Disability	
Physical, Cognitive, Communication, Emotional	Any variation/combination of ASD, EDBD, Learning Disabilities	
Massachusetts Curriculum Framework Standard		
MCr 0.2 Music Creation Creating 2. Organize and develop artistic ideas and work a. organize musical ideas using expended forms such as rondo and theme and variation		
Learning Outcome (Objectives)		
<ul style="list-style-type: none"> • Students will be able to compose their own unique piece using two different beat patterns, any number of rhythms, and two pitches that makes them feel the same emotion the first musical piece did on the first day of class • That students will be able to demonstrate respectful behavior towards their peers 		
Access to Learning (Pre-requisite Knowledge)		
No pre-teaching needed		
Barriers to Learning		
ASD: Some challenges these students may face is having trouble moving on with the lesson if something is proving challenging for them, they may also have trouble processing the information/directions		
EDBD: Some challenges these students may face is if they become frustrated with the tasks asked of them, or if their emotions cause undesirable behaviors that prevent them from learning, following instructions, sitting still		
Learning Disabilities: Some challenges these students may face are processing the information/directions that is being told to them, they may have trouble focusing and/or paying attention to a certain task for an extended amount of time		
*RTI/Individual Instruction may need to be employed to remove identified barriers based on the students' IEPs		
Current Performance Levels of Learners for Identified Lesson		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disabilities

THE BENEFITS OF MUSIC THERAPY

<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tends to seek social isolation the student(s) is behind his peers in the general education classroom, particular in Mathematics and ELA the student(s) tends to exhibit unusual sensory behavior <p>Performance Levels for Composition Lesson</p> <ul style="list-style-type: none"> the student(s) usually has trouble following direction logical/mathematical learner student may have trouble following the line of thought regarding the lesson 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have difficulty following directions the student(s) tends to act out aggressively or emotionally when a task becomes challenging the student(s) tend to seek social isolation the student(s) exhibits some learning difficulties and tend to be behind typical peers <p>Performance Levels for Composition Lesson</p> <ul style="list-style-type: none"> the student(s) is generally hyperactive and generally learns best when he/she/they can physically interact with the task the student(s) may have difficulty working partnering up and/or forming groups with peers to work on a given task bodily/kinesthetic learner 	<p>General Performance Levels</p> <ul style="list-style-type: none"> the student(s) tend to have trouble focusing for an extended point in time the student(s) are easily distracted the student(s) have reading and writing challenges the student(s) have difficulty with organization and struggle with organizational skills <p>Performance Levels for Composition Lesson</p> <ul style="list-style-type: none"> the student(s) generally have trouble following directions the student(s) tend to have trouble remembering things visual/spatial learner
<p>Materials</p> <ul style="list-style-type: none"> Smartboard with computer for sound system iPads with headphones 		
<p>Content</p>		
<p>Autism Spectrum Disorder</p>	<p>Emotional and Behavioral Disorder</p>	<p>Specific Learning Disability</p>

THE BENEFITS OF MUSIC THERAPY

<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Review of their unique piece from the week before • iPads and headphones 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Review of their unique piece from the week before • iPads and headphones 	<ul style="list-style-type: none"> • Introduction of what will happen today • Welcome Activity • Verbally explain, while pointing to the large printout of directions on the Smartboard, what the lesson will be and what the students will do • Review of their unique piece from the week before • iPads and headphones
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Instructional Process

Format/Arrangement:	Instruct. Strategies:	Social & Physical Environment:	Co-Teaching Approaches:
Students will be seated in a circle on the carpet during the introduction after the Welcome Activity. Students will then sit at their desk at their assigned places	Verbally, visually, and kinesthetically explain the directions for the task	Desks will be in a circle, with 2 desks (more can be added) for those students who are unable to sit with their peers. There are yoga balls that can be put in place of a chair for those who need it	Paraprofessional will work with the teacher simultaneously, and working with group questions as a while, so the leading music therapist can have more one-to-one time with the student if they need help

Sequential Task Analysis of Lesson

Class 1 (30mins)

1. ~2mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions
<https://www.youtube.com/watch?v=Z2mx5GtL3co&list=PLnWncmeW3id5IHGIvRijPch4O64SKkGII&index=17>
2. ~6 mins Review their unique pieces from last week
3. ~4 mins Explain the new criteria
4. ~15 mins Have them brainstorm and create on their iPads independently
5. 3 mins Close the lesson. Continue composition next class

Class 2 (30mins)

6. 3 mins Welcome Activity: Have the GoNoodle ready to play, and as soon as the students have put their bags away, they stand on the carpet and follow the dancing directions
<https://www.youtube.com/watch?v=b4u42yQmvpI&list=PLnWncmeW3id5IHGIvRijPch4O64SKkGII&index=12>
7. 3 mins Review what happened last class

THE BENEFITS OF MUSIC THERAPY

<p>8. 5 mins Let last minute touches be made</p> <p>9. 16mins Have each student share his/her/their composition and ask if they would like to be video recorded and to bring it home as a final project</p> <p>10. 3 mins Close lesson.</p>		
<p>Generalization of Skills</p> <p>Having them learn about composition will strengthen their imagination and creativity, that will in turn affect other areas of learning.</p>		
<p>Assessment/Product</p> <p>Based off of the Learning Objectives:</p>		
Autism Spectrum Disorder	Emotional and Behavioral Disorder	Specific Learning Disability
<ul style="list-style-type: none"> able to convey their emotions in healthy ways with a partner Students will be able to compose their own unique piece using two different beat patterns, any number of rhythms, and two pitches that makes them feel the same emotion the first musical piece did on the first day of class That students will be able to demonstrate respectful behavior towards their peers 	<ul style="list-style-type: none"> Able to sit without becoming distracted or having to repeatedly get up Students will be able to compose their own unique piece using two different beat patterns, any number of rhythms, and two pitches that makes them feel the same emotion the first musical piece did on the first day of class That students will be able to demonstrate respectful behavior towards their peers 	<ul style="list-style-type: none"> Able to sit without becoming distracted or having to repeatedly get up Students will be able to compose their own unique piece using two different beat patterns, any number of rhythms, and two pitches that makes them feel the same emotion the first musical piece did on the first day of class That students will be able to demonstrate respectful behavior towards their peers
<p>Sources</p> <p>GoNoodle™</p> <p>https://www.youtube.com/watch?v=Z2mx5GtL3co&list=PLnWncmeW3id5IHGIvRijPch4O64SKkGII&index=17</p> <p>https://www.youtube.com/watch?v=b4u42yQmvpI&list=PLnWncmeW3id5IHGIvRijPch4O64SKkGII&index=12</p>		

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Summary

These nine lesson plans follow the Universal Design Learning (UDL) format, which encompasses all learning styles. This type of lesson plan format anticipates barriers to learning, the students' access to learning, and instructs the students based off of each of their learning styles, whether it be verbal/linguistic, auditory, kinesthetic, logical, artistic, or many other forms of learning. The UDL format also assesses students based off of their learning styles, as not every student flourishes under the typical pencil and paper test.

There are many pros to employing the UDL format to a music therapy curriculum. Students with a variety of diagnoses for cognitive, behavioral, and emotional, and/or physical challenges that affect their learning have needs as unique and as complicated as their diagnoses may be. The UDL lesson plan format is able to meet these needs more often than not and tends to benefit students with special needs more than a typical lesson plan format that does not allow for any variation of learning and caters toward the "typical" student.

Music in and of itself and especially music therapy, is suited to the UDL lesson plan format. Music therapy is an intervention that seeks to aid students with various exceptionalities, to help them learn techniques to become successful young adults and adults in both the classroom and the outside world. Both the UDL lesson plan format and music speak to students with a variety of learning styles and are able to offer many different ways to taking in the information, whether it be through physical means, verbal/linguistic means, or through artistic portrayal. The three parts of UDL, representation, action and expression, and engagement, each mold to a student's learning style, through how the knowledge is portrayed, how the student interacts with the knowledge, and how the student is motivated to learn about a certain topic.

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Another important and valuable pro to the UDL lesson plan format is that it follows the framework of Bloom's Taxonomy. Bloom's Taxonomy, synonymous with scaffolding, involves six key steps: knowledge, comprehension, application, analysis, synthesis, and evaluation. The knowledge is the UDL's access to learning and is the most basic step that a student and teacher will take that aids in the student's learning process. Steps 2, 3, 4, and 5 are all integrated into the actual lesson plan itself. The final step, evaluation, is the assessment/product in the UDL lesson plan format and assesses the amount of knowledge the student has taken in, and whether the teaching method was productive or not. The evaluation step also goes back to the student's IEP and whether that specific goal or benchmark had been achieved in that lesson. For music therapy, the assessment portion is essential, as music therapy is part of the students' IEPs and whether the students are progressing in the realm of their disability is important.

However, there are some challenges to employing the UDL lesson plan format for a music therapy curriculum. The umbrella term that the UDL framework resides under is differentiated instruction. Differentiated instruction is difficult to maintain and has many challenges to being implemented. Several challenges include time constraints, some students could prevent the class from moving on, and it is difficult to measure the effectiveness of the teacher. As seen in the nine lesson plans, thirty-minute class periods are short and it is difficult to fit in everything that seems important to teach in that thirty minutes. As a result of the time constraint, there is less "wiggle room" so to speak to differentiate instruction for each learner and have the UDL framework in full effect in such a short time span. The second challenge, some students preventing the class from moving on, is a problem with differentiated instruction because by having such a narrowed focus on each student, certain students could hold the class up if the teacher/therapist is making sure that everyone is learning the information. The third challenge of difficulty in assessing the

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teacher is another issue with the UDL framework, because if each student is being evaluated differently, it is hard to tell how effective the teacher is, if there are varying results across the class, with different evaluation techniques being used. There is also lack of support, both from parents and fellow staff. Differentiated instruction requires teamwork, and sometimes the leader of the team does not have the support base he/she needs to complete the differentiated instruction. This is especially true with music therapy, as it is seen as an unconventional approach and less scientific, thus more parents and other staff are more skeptical and hesitant to partake.

Despite these challenges, however, the UDL framework remains the most beneficial way to teach students with special needs. It is the closest teaching format that is able to meet the students' needs effectively and in an immersive way. The UDL framework teaches the students to be accountable in their own learning and it also helps the students learn more about their own learning styles as well. It involves the students in their own learning and testing process, ending in better results for both student and teacher.

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