

2023 ABLE Assembly Presentation

RockOnMusicSchool Student Survey: Measuring Success

Presented by David Meyers and Marlene Markard



Berklee Institute for
Accessible Arts Education

About Us

David Meyers

B.S. University of Vermont, 1986

- Guitar instructor since 1995
- RockOnMusicSchool owner since 2008
- Working exclusively with ASD and disabled individuals since 2017
- Creator of over 180 songs and routines of Accessible Music for guitar, keyboard, percussion and body movements
- Conducted workshops on Accessible Music for; Autism Parenting Magazine, the Children's Music Network.
- Producer of the 'RockonShow' concert for ASD and Disabled Performers

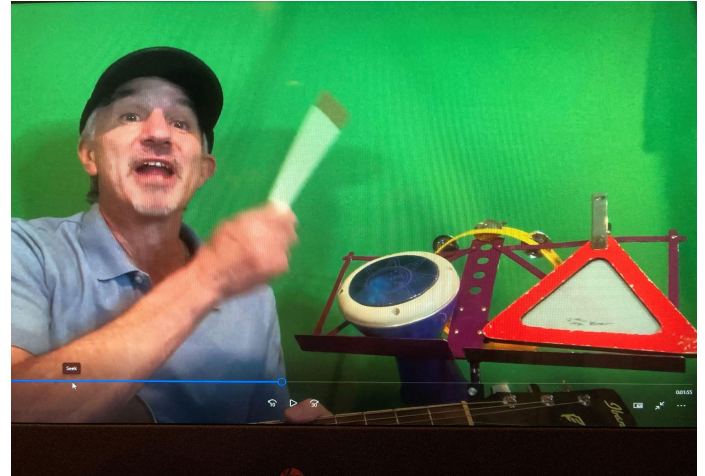


Image description: Picture of David Meyers

About Us

Marlene Markard

MMEd. (Autism concentration) (2023 pending),
G.C.M.Ed. in Autism (2020); J.D. (1998)

- Music educator since 2014
- Berklee Institute for Accessible Arts Education
 - Instructor: General Music, Piano, Music History
 - Program and curriculum developer
 - Arts education consultant
- Boston Music Project
 - Director of Beethoven Ensemble (2019-2022)
 - SEL Specialist (co-authored BMP's SEL-music curriculum)
- Westwood Prodigy Program
 - Program Director and Piano instructor
- Private studio owner-operator



Image description: Headshot of Marlene Markard

Agenda

- 2022 RockOnMusicSchool Student Survey
 - Motivation and purpose
 - Description of students surveyed
 - Skills tested
 - Survey results
 - Conclusion
 - Q&A

Motivation and Purpose of the Survey

- Set out to study the extra-musical benefits of weekly, interactive music sessions to students with disabilities.
- David Meyers and Marlene Markard created a parent survey to assess David's students' growth in 22 specific extra-musical skills to help us begin to measure whether and to what extent weekly, interactive music lessons helped disabled students develop these foundational skills.



Image description: Dave Meyers playing guitar with a student, sitting on a grey sofa.

Our Survey

- We surveyed 20 private instrument students with a range of disabilities
- Responses were anonymous, but students were asked to identify the following attributes:
 - Gender
 - Age
 - Level of support required
 - Learning style
 - Communication style
 - Ability to make eye contact/engagement in social situations
 - Sensory sensitivities
 - Years in RockOnMusicSchool program

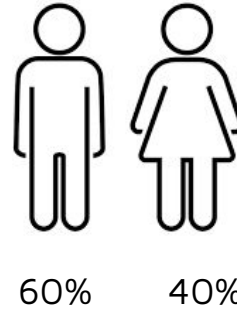
Our Survey

- Survey used a Likert scale format:
 - No change
 - Some improvement
 - Significant improvements
 - Decline in skill level

Our Survey Population (Self-identified)

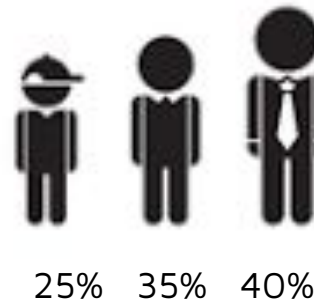
- **Gender**

- Identify as male: 60%
- identify as female: 40%



- **Age**

- 11-14 years old: 25%
- 15-19 years old: 35%
- 20-30 years old: 40%



Our Survey

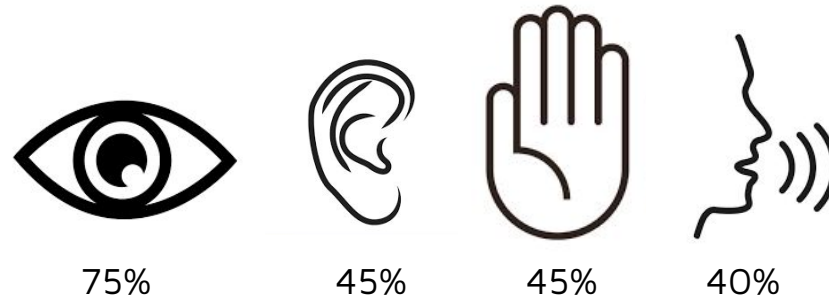
○ Level of support required

- High support needs: 35%
- Moderate support needs: 40%
- Low support needs: 20%
- Independent: 5%



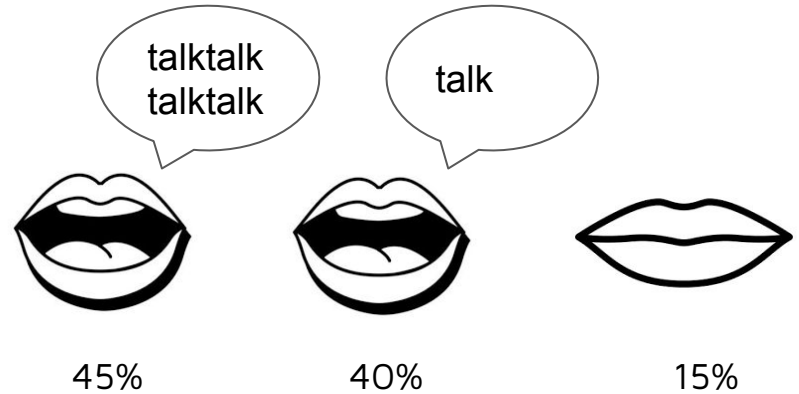
○ Learning style (multiple responses allowed)

- Visual: 75%
- Auditory: 45%
- Kinesthetic: 45%
- Verbal: 40%

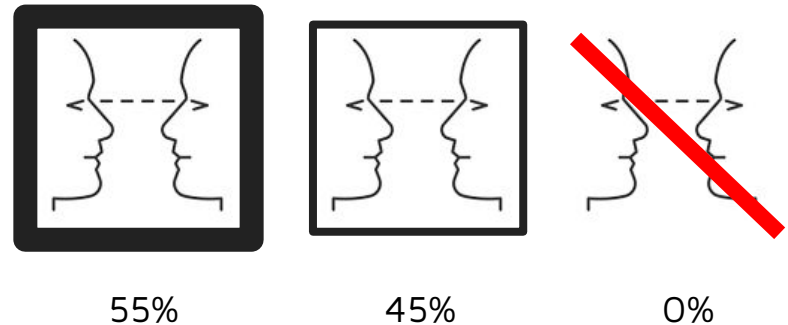


Our Survey

- **Verbal communication level**
 - Mostly fluent: 45%
 - Limited: 40%
 - Non-Verbal/Emerging: 15%



- **Ability to make eye contact/engagement in social situations**
 - Often: 55%
 - Sometimes: 45%
 - Rarely/usually withdraws: 0%



Our Survey

- **Sensory sensitivity**

- Sound: 55%
- Proprioceptive: 20%
- Tactile: 5%
- Olfactory: 5%
- Light: 5%
- Other: 15%
- None: 20%



55%



20%



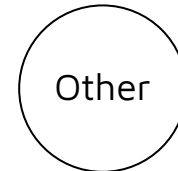
5%



5%

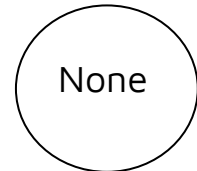


5%



Other

15%



None

20%

Our Survey

○ Years in RockOnMusicSchool program

- Less than 1 years: 10%
- 1-2 years: 25%
- 2-3 years: 25%
- 3+ years: 40%

>1 year

10%

1-2 years

25%

2-3 years

25%

3+ years

40%

Our Survey

- **22 skills tested:**

- Self-confidence
- Self-regulation
- Ability to work independently
- Language skills
- Communication skills
- Collaboration skills
- Length of attention/focus
- Ability to make eye contact
- Gross motor skills
- Fine motor skills
- Sound sensitivity
- Tactile/touch sensitivity
- Ability to adjust to routine changes
- Willingness to try new things
- Ability to think or play creatively
- Ability to make decisions
- Relationship building skills
- Ability to self-advocate
- Motivation to learn or complete tasks
- Ability to handle frustration
- Ability to manage anxiety
- Ability to show compassion

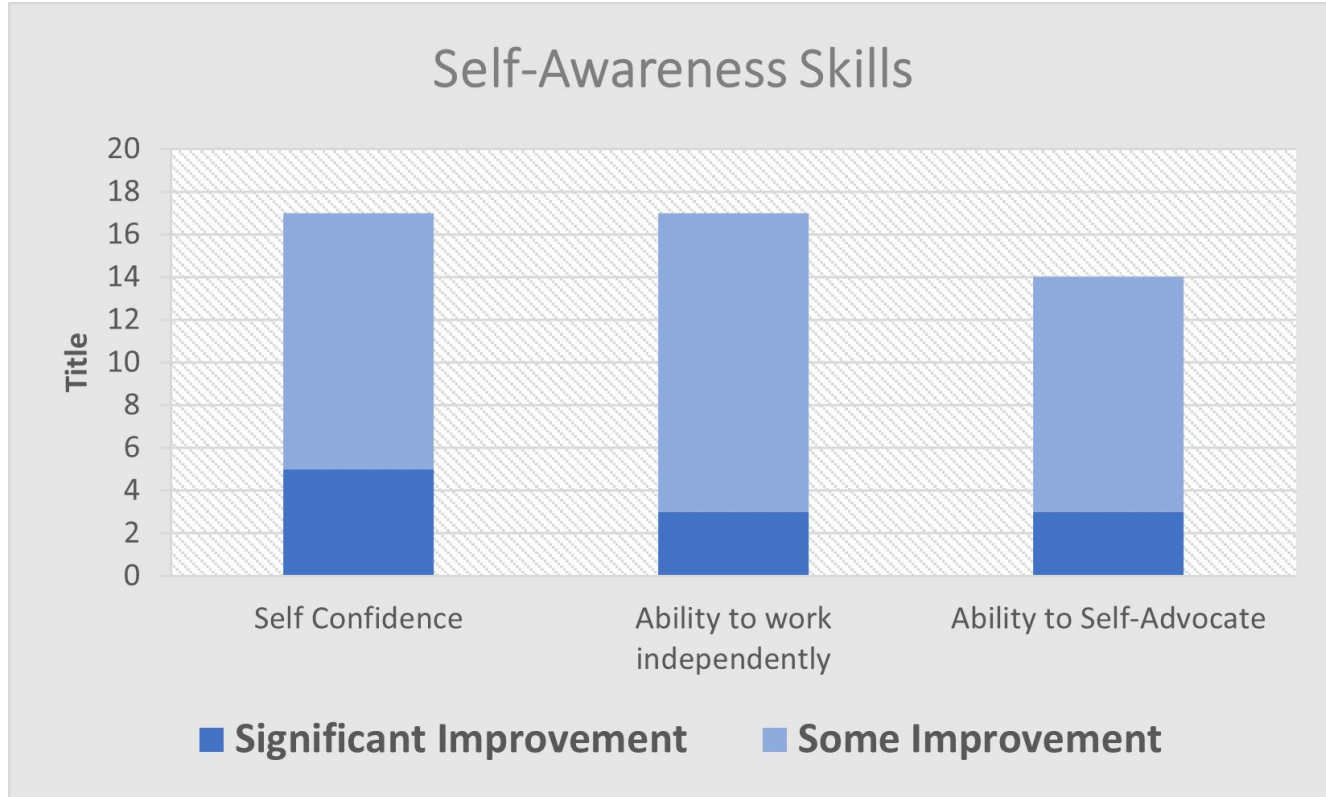
Results: Overview

Measuring Success:
2022 RockOnMusicSchool Student Survey
2023 ABLE Assembly Presentation

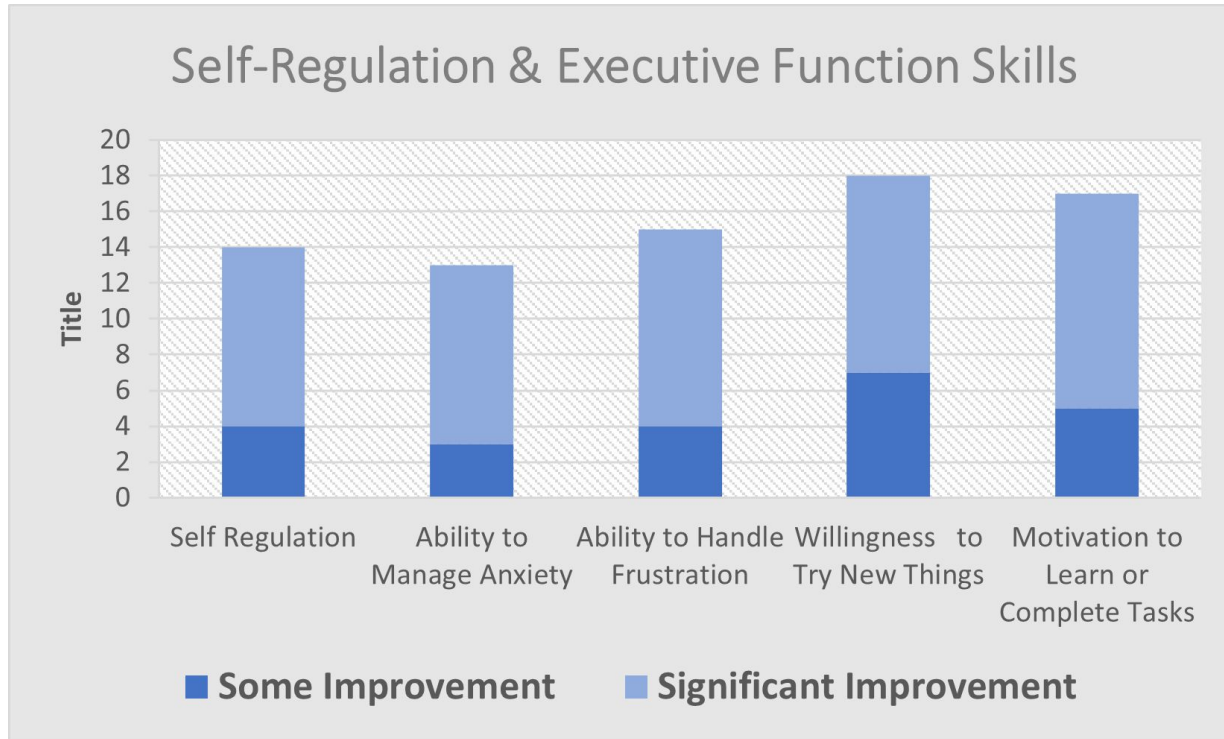
Skill	Significant improvement	Some or significant improvement
Self-confidence	25%	85%
Self-regulation	20%	70%
Ability to work independently	15%	85%
Language skills	15%	65%
Communication skills	25%	85%
Collaboration skills	15%	85%
Length of attention/focus	30%	85%
Ability to make eye contact	15%	75%
Gross motor skills	25%	85%
Fine motor skills	20%	90%
Sound sensitivity	25%	65%

Skill	Significant improvement	Some or significant improvement
Tactile/touch sensitivity	20%	60%
Ability to adjust to changes in routine	15%	80%
Willingness to try new things	35%	90%
Ability to think/play creatively	45%	85%
Ability to make decisions	10%	80%
Relationship-building skills	15%	80%
Ability to self-advocate	15%	70%
Motivation to learn/complete tasks	25%	85%
Ability to handle frustration	20%	75%
Ability to manage anxiety	15%	65%
Ability to show compassion	15%	60%

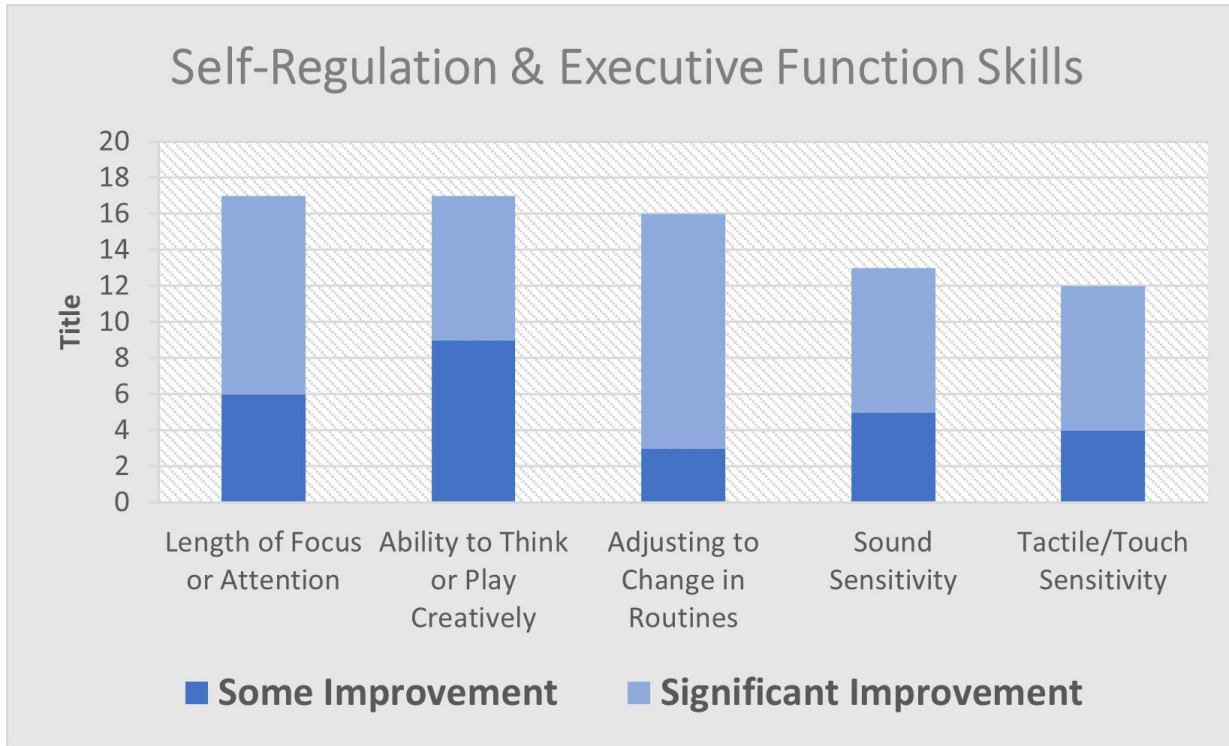
A Closer Look at the Results: Self-awareness skills



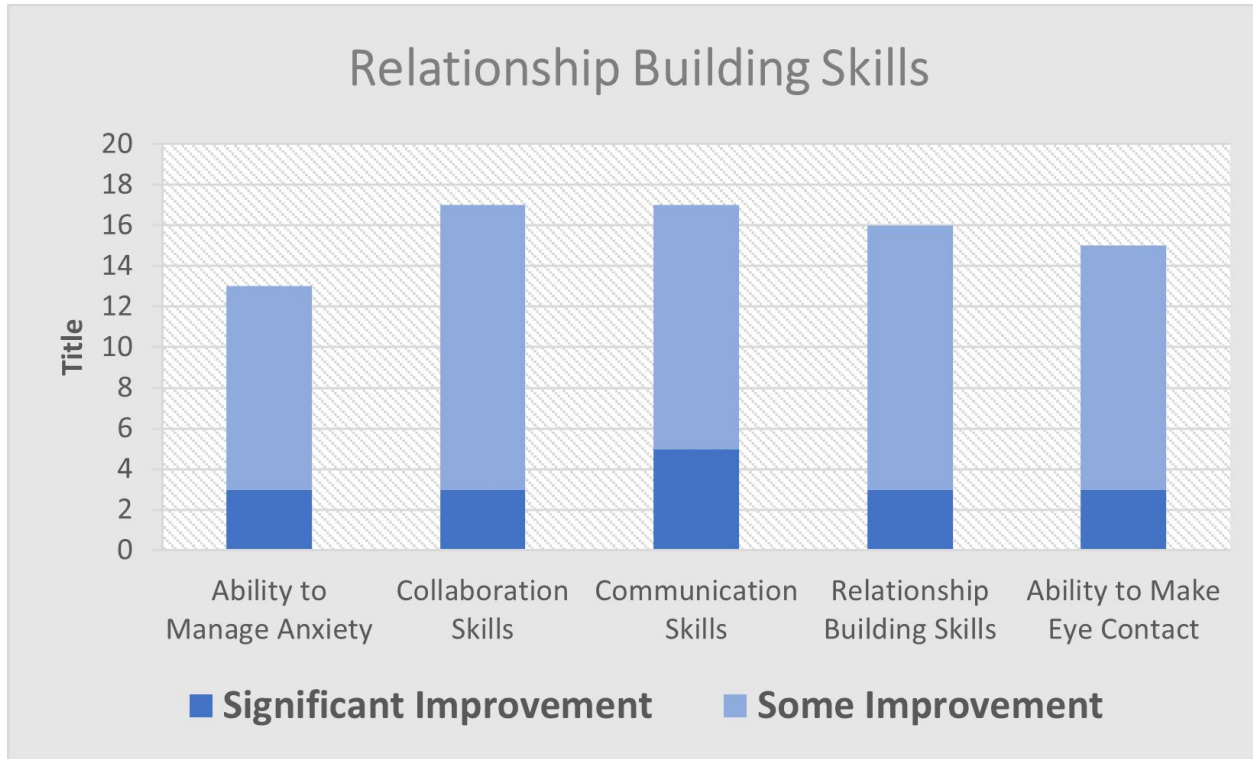
A Closer Look at the Results: Self-regulation skills (including executive function skills)



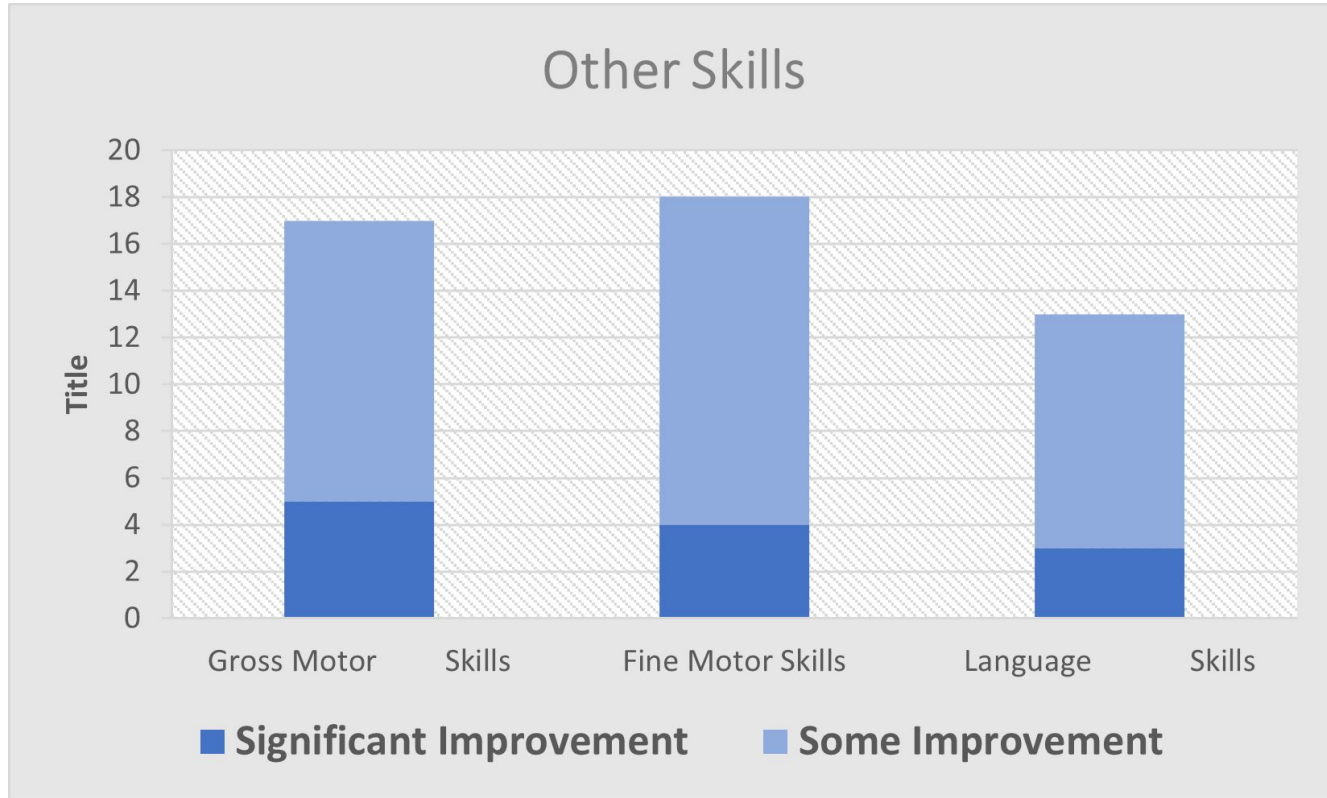
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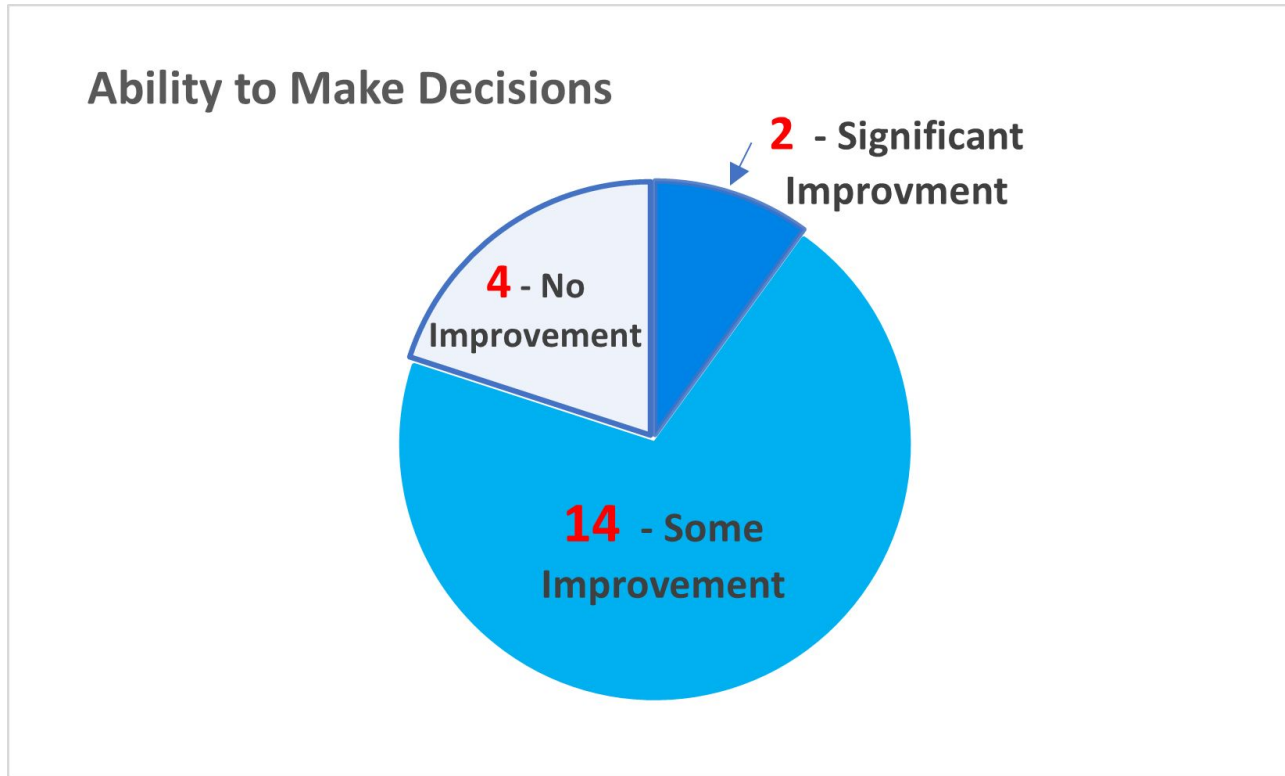
A Closer Look at the Results: Relationship-building skills



A Closer Look at the Results: Other skills



A Closer Look at the Results: Decision-making skills



Summary and Greatest Gains

- **All students (100%) reported “some improvement” in one or more skills**
- **12 students (60%) reported “significant improvement” in one or more skills**
- 0 students (0%) reported any decline in any of the skills
- 17 students (85%) reported “some improvement” or “significant improvement” in 10 or more skills

Summary and Greatest Gains

- **Skills where at least 25% of students reported “significant improvement”:**
 - Self-confidence (25%)
 - Communication skills (25%)
 - Gross motor skills (25%)
 - Sound sensitivity (25%)
 - Motivation to learn/complete tasks (25%)
 - Length of attention/focus (30%)
 - Willingness to try new things (35%)
 - Ability to think/play creatively (45%)

- **Skills where at least 75% of students reported “some improvement”:**

- Ability to make eye contact (75%)
- Ability to handle frustration (75%)
- Ability to adjust to changes in routines (80%)
- Ability to make decisions (80%)
- Relationship-building skills (80%)

- Self-confidence (85%)
- Ability to work independently (85%)
- Communication skills (85%)
- Collaboration skills (85%)
- Length of attention/focus (85%)
- Gross motor skills (85%)
- Ability to think/play creatively (85%)
- Motivation to learn/complete tasks (85%)
- Fine motor skills (90%)
- Willingness to try new things (90%)

Conclusion

- The survey results overwhelmingly confirm the extra-musical and social-emotional benefits of regular music classes in 20 neuro-divergent students who vary in gender, age, level, and ability.
- Further research, covering a **broader sample** of students with disabilities and **testing these and other foundational skills**, is needed to determine and measure the specific extra-musical and social-emotional benefits of regular music classes for students with disabilities, and the extent of these gains
- Additional research would:
 - raise awareness about the importance of SEL-informed music learning
 - contribute to the emerging field of SEL-informed arts education
 - support the creation of additional SEL-informed arts education programs for people with disabilities

Thank you!



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