

Positive Inclusive Music in a Primary Setting

► Claire Cheetham June 2021

Attention grabbing!

- ▶ Music begins from the moment a student steps through the door – don't waste valuable and precious opportunities!
- ▶ Boom Snap Clap/tapping to a steady beat from a favoured song or piece of music which is familiar
- ▶ **SEND tips:**
- ▶ Bluetooth speakers to enable children to feel the rhythm especially if placed on a sharing drum
- ▶ Give opportunities for individuals to lead the actions for the group
- ▶ Non-verbal children can use sound buttons - to tap a reply is a form of communication
- ▶ Use a one handed clapper or adapted instrument
- ▶ Allow for improvisation using pitch/dynamics/staccato/legato - more than one sound button over the following weeks to choose a reply for non-verbal children/hearing impaired use conducting skills to allow for a response

Autism and the importance of routine

- ▶ Routine. The more we repeat the more confident we become...
- ▶ **Autism facts and SEND tips:**
- ▶ Autism is a huge term! For many autistic children routine is key to their daily existence therefore their learning. If a child knows what to expect within the Music lesson they will gradually be more settled over time
- ▶ Consider the use of a timer to access the lesson in stages
- ▶ Consider what they have to deal with and what is happening with their thoughts before they can begin to access your lesson
- ▶ Familiarity, routine and repetition will enable autistic learners to achieve alongside their peers
- ▶ As we would repeat and extend for mainstream children the same applies – extend and stretch their achievements when you judge that they can... YOU are the professional!

Emotional regulation in autistic children

- ▶ The world is a place which, for autistic children doesn't make much sense.
- ▶ Anxiety, anger, fear, tiredness, temperature can result in unwanted behaviours and your music lesson is lost to all children
- ▶ **SEND tips:**
- ▶ Consider environment changes – change environment not the child
- ▶ Be prepared!
- ▶ Know your pupil's likes, dislikes and triggers – ask to see the EHCP/behaviour plan and have professional discussions
- ▶ Have a strategy in place to avoid fight, flight, meltdown and know the signs of freeze, faint, shutdown.

Time for a sensory snack!

- ▶ Bim Bom Biddy Biddy Bom
- ▶ **SEND tip:** adapt with items such as one handed clapper
<https://www.ohmi.org.uk/> You may need to reduce participation eg. one handed clapper on the Bim only – encourages great focus and listening!
- ▶ According to Jenny Nock 'Sensory snacks' are essential for us all!! Musical sensory snacks or 'breaks' allow a refocus but in music the children can still learn at the same time!
- ▶ Good sensory snacks involve a total change from what you were doing and need to be physical. It is a chance to refocus the group and have some fun

ADHD and PDA/ODD

► ADHD:

- Attention-deficit/hyperactivity disorder (ADHD) is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.

► PDA

- Pathological demand avoidance - **PDA** is a complex autism spectrum condition characterised by high anxiety and a need to be in control. As a result of high anxiety individuals with **PDA** can find everyday demands and requests intolerable.
- Oppositional Defiant Disorder -a frequent and persistent pattern of anger, irritability, arguing, defiance or seeming 'vindictiveness' toward you and other authority figures

ADHD and PDA/ODD

Example with SEND tips:

Grandma Grandma (Singing Sherlock Book 2 Shirley Court and Val Whitlock)
chant

- ▶ Allow for 'leaders' to help in a group giving an element of 'control' in their eyes. (composition!!)
- ▶ Can your beatbox group beat box to your rhythm notation card? Use the rhythms to transfer to instruments keeping the familiarity - we are not trying to catch children out which many PDA/ODD children think!
- ▶ High praise for all efforts.
- ▶ Consider your use of language - the word 'no' is often a trigger. What about 'stop' with a stop hand sign? Traffic light cards? Visual communication reinforces and reassures

ADHD/PDA and ODD

- ▶ Lose these children and you lose your lesson....
- ▶ Consider what is the most important aim of your lesson....
- ▶ Consider how we use our language....

Time for a sensory snack!!



Crucial SEND things to consider!

Have I made sure I am aware of the child's specific needs - EHCP/ILP?

How do I speak to this child? What language am I using? Is it positive? Name first instructions?

Do I need visual cues?

Do I need auditory cues for sight impaired children?

Am I using the correct equipment?

Is there a sensory issue that upsets this child? Too hot/too cold/they are hungry/tired

Have I planned to grab their attention from the very minute they approach the Music space?

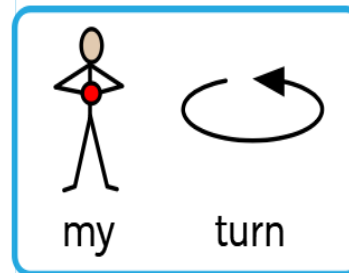
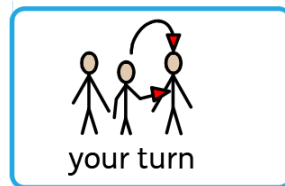
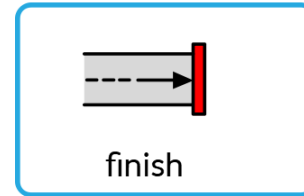
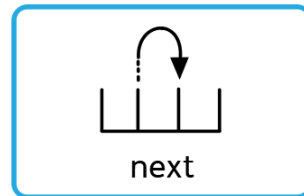
Am I enthusiastic about what I am teaching? These children will know if I am not!!

Love what you do and you will inspire others to love it too!! You are a talented professional - you've got this!

References and useful links

- ▶ Boom Snap Clap adapted from:
- ▶ <https://www.bing.com/videos/search?q=boom+snap+clap&docid=608016929387538296&mid=2896987A952415F921462896987A952415F92146&view=detail&FORM=VIRE&adlt=strict>
- ▶ Adapted instrument website
- ▶ <https://www.ohmi.org.uk/instruments.html>
- ▶ Grandma Grandma (Singing Sherlock Book 2 Shirley Court and Val Whitlock) chant
- ▶ Emotional regulation for ASD children:
www.jennifernocktrainingandconsultancy.com is a useful reference point
- ▶ Bim Bom Biddy Biddy Bom adapted from: watch to 1:20
- ▶ <https://youtu.be/hz0dSnaTs2g>
- ▶ Claire.Cheetham@msat.education - you can email me!

Visual resources to support your lesson



Visual resources to support your lesson

