



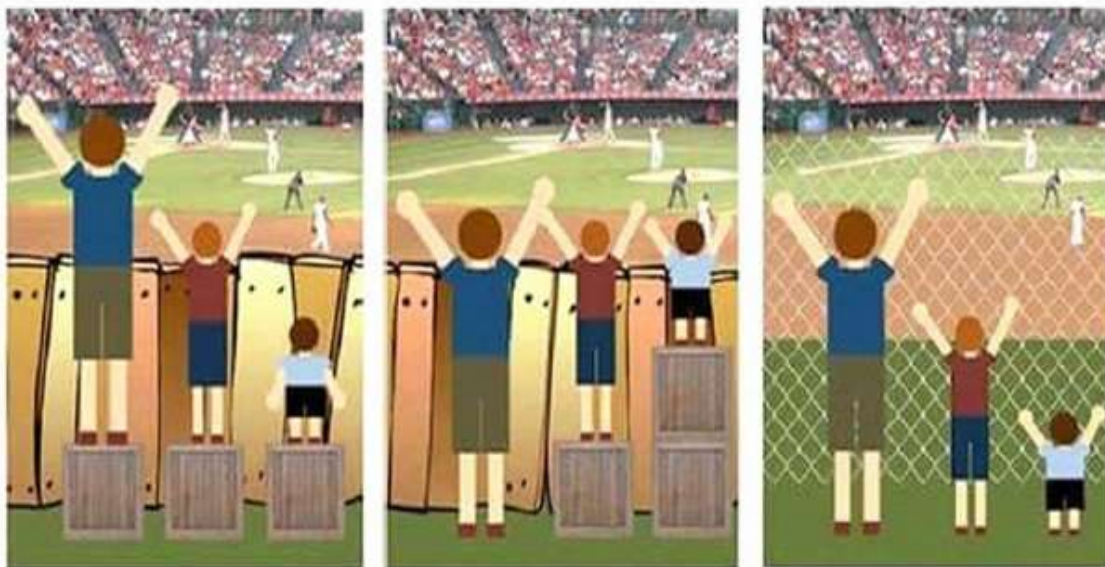
Simple strategies to make music work for more people

Inclusive Ensembles

Julie Duty
Founder & Executive Director
United Sound
julie@unitedsound.org

1

EQUAL FAIR EQUITY

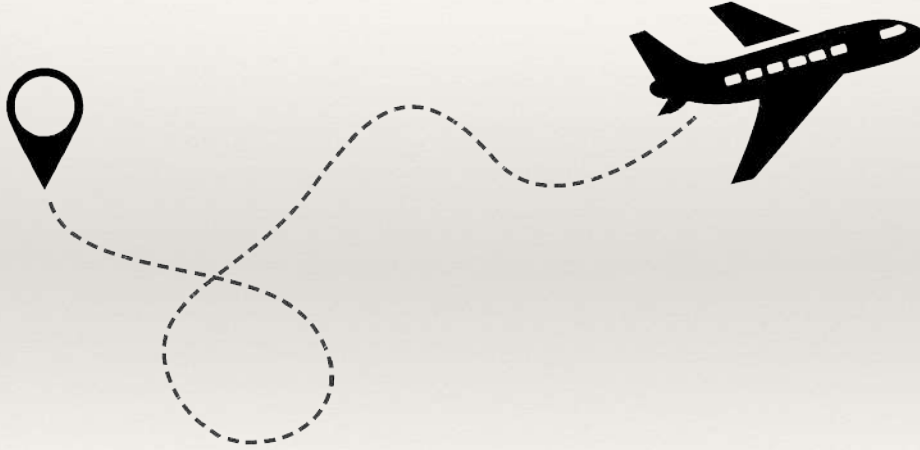


To remove barriers and foster social change through music



2

SOCIAL MODEL



To remove barriers and foster social change through music



3

MODIFICATIONS



4

UNIVERSAL DESIGN

To remove barriers and foster social change through music



5

UDL

Universal Design for Learning



CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!



www.cast.org/impact/universal-design-for-learning-udl

6

SO...

**Let's talk about
ramps!**

To remove barriers and foster social change through music



7

REMOVING BARRIERS

COMMUNICATE

MODIFY

EMPOWER

To remove barriers and foster social change through music



8

Communication

Person first or Identity first?

- ◆ Attend the IEP meeting
- ◆ Ask, "How do you describe yourself? How should I describe your disability?"
- ◆ Ditch the "special"
- ◆ Emphasize ability, not limitation
- ◆ Seek to change the environment, not the person
- ◆ Musician, student, and best of all, their NAME

Communication

People argue over whether to call me "high-functioning," "mildly autistic"/"a person with mild autism," an "Asperger's sufferer," or "someone with Asperger's and/or Autistic Spectrum Disorder Level One."

People are strange.

Because I actually prefer "Chris".

Communicate

Communication TO DO List:

- ◆ WAIT TIME
- ◆ Involve everyone in whole class discussions
- ◆ Stay positive
- ◆ Simple, direct instructions
- ◆ Be crystal clear about the desired outcome
- ◆ Minimize threats and manage frustration
- ◆ Make sure your words match your face



11

Communicate

Threats and Frustration:

When learners focus on potential failure, they don't concentrate on the learning process.

- ◆ Charts, calendars, schedules
- ◆ Routines
- ◆ Alerts and previews
- ◆ Post it notes
- ◆ Social stories



12

Communicate

Attention Seeking - - - > Connection Seeking

"A teacher can make a difference, positive or negative, merely with tone of voice or energy level or by being *predictable*... Instead of trying to change how a person with autism reacts to us, we need to pay close attention to how we react to that person."

Uniquely Human, Barry Prizant

UNITED  SOUND
relationships that resonate

13

Communicate

Celebrate!



 UNITED SOUND

14

Modify

Assess First!

ABC

Antecedent
Behavior
Consequence

Modify


The Basics of Modification:

s I Z E

P.A..C...I..N.G

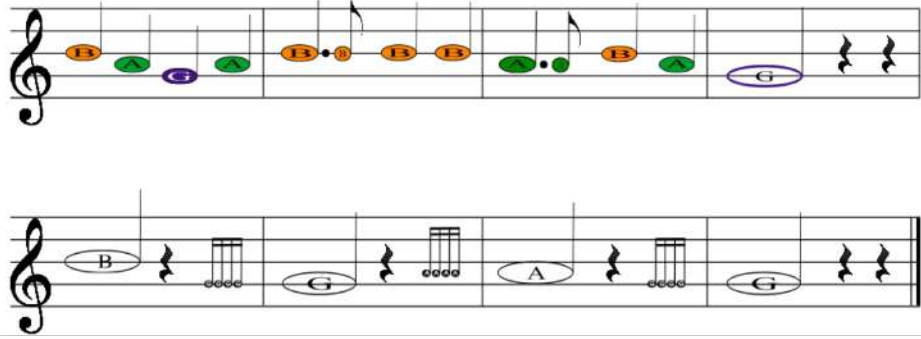
COLOR

MIDDAILITY

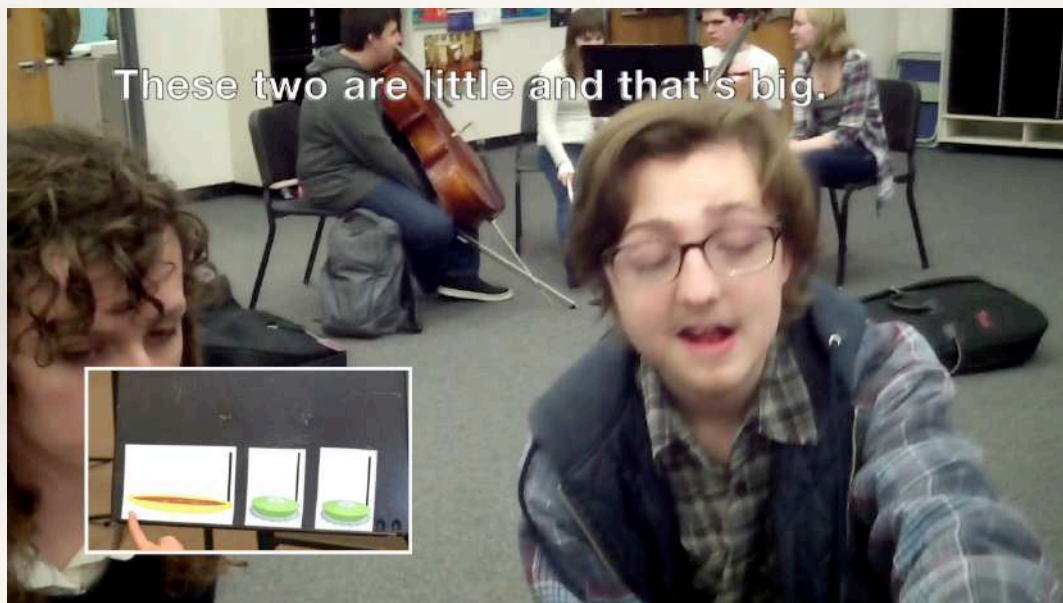


UNITED SOUND
relationships that resonate

makemusic.
smartmusic. + finale.



The United Sound curriculum transitions rhythm reading from the abstract to the concrete using **foods and size**





Font Download

19

Modify

Physical Modifications

- ◆ Move the music stand
- ◆ Enlarge the music
- ◆ Overlays/print music on colored paper
- ◆ Alternative ways to support instrument
- ◆ Body position
- ◆ Seating chart
- ◆ Lighting

Empower

Presume Competence *and* Assume Nothing

- ◆ Connecting with all students requires trust in what is and what can be
- ◆ Your class might be the only place this level of safety can occur

To remove barriers and foster social change through music



21

Empower

Strategies for Success

- ◆ Breaks, and time outs
- ◆ Variation in pace
- ◆ Setting goals and a specific strategy for reaching them is key to effective learning. When the strategic planning step is omitted trial and error is the default and rarely works.
- ◆ Acknowledge speed bumps
- ◆ Prompt students to "stop and think"
- ◆ Create models (human and written)



22

Empower Celebrate!



UNITED SOUND
relationships that resonate

23

PEER MENTORS

The distribution of mentoring through peers can greatly increase the opportunities for *one-on-one* support!

- ◆ Choose multiple mentors in flexible groupings
- ◆ Meet with mentors to establish rules, expectations, and how they can get additional support when needed
- ◆ Outline specifics for the mentoring process
- ◆ Use non-verbal cues
- ◆ State expectations: How will your peer mentors be evaluated?

UNITED SOUND
relationships that resonate

24

UNITED SOUND

relationships that resonate

United Sound is a peer mentoring program that pairs students with disabilities and their typical peers in the band and orchestra setting.

Peer Mentors teach New Musicians to play the instrument of their choice at a personally modified level and join with the full ensemble to perform.



25

www.UnitedSound.org



26

MENTORSHIP



Peer Mentor to New Musician ratio, 3 - 1

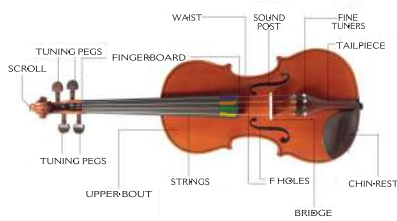
Mentors plan lessons, teach, write modified performance parts... everything



27

CURRICULUM

Your Violin



Place the stickers that came with your book on the end of the fingerboard in the following order:

- G String: Yellow
- D String: Green
- A String: Orange
- E String: Purple



UNITED SOUND

Page 2

Holding Your Instrument



Place the violin under your chin and use your left hand to hold it securely on the Upper Bout. Some students will need to modify this position and that is okay. Work with your mentor to find a position that works for you!



Sometimes you will play **Pizzicato** (pizz.) which means to pluck the string with your finger.



Sometimes you will play **Arco** which means to play with the bow on the string.

Your mentor can help you to hold the bow in a way that will work best for you.

UNITED SOUND

Page 3

To remove barriers and foster social change through music


UNITED SOUND
relationships that resonate

28

Julie Duty, United Sound - April 14, 2022

Curriculum uses foods and color to teach rhythm and pitch

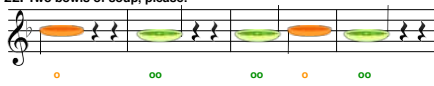
Let's play Bb and A




Mentors: Point out the placement of the Bb on the third line (count the lines, starting at the bottom), and the A on the second space (count the spaces, starting at the bottom).

Play each exercise 3 times. First time, **SAY**. Second time, blow **AIR** without your instrument. Third time, **PLAY** – on the instrument!

22. Two bowls of soup, please!

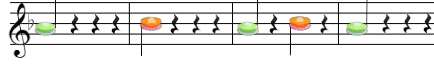


23. Is it too much soup?




Page 14


24. Cake on A and Bb



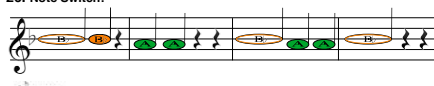
25. Finger Switch!



Do you have any pictures of yourself playing the flute? Ask your mentor to take one for you!



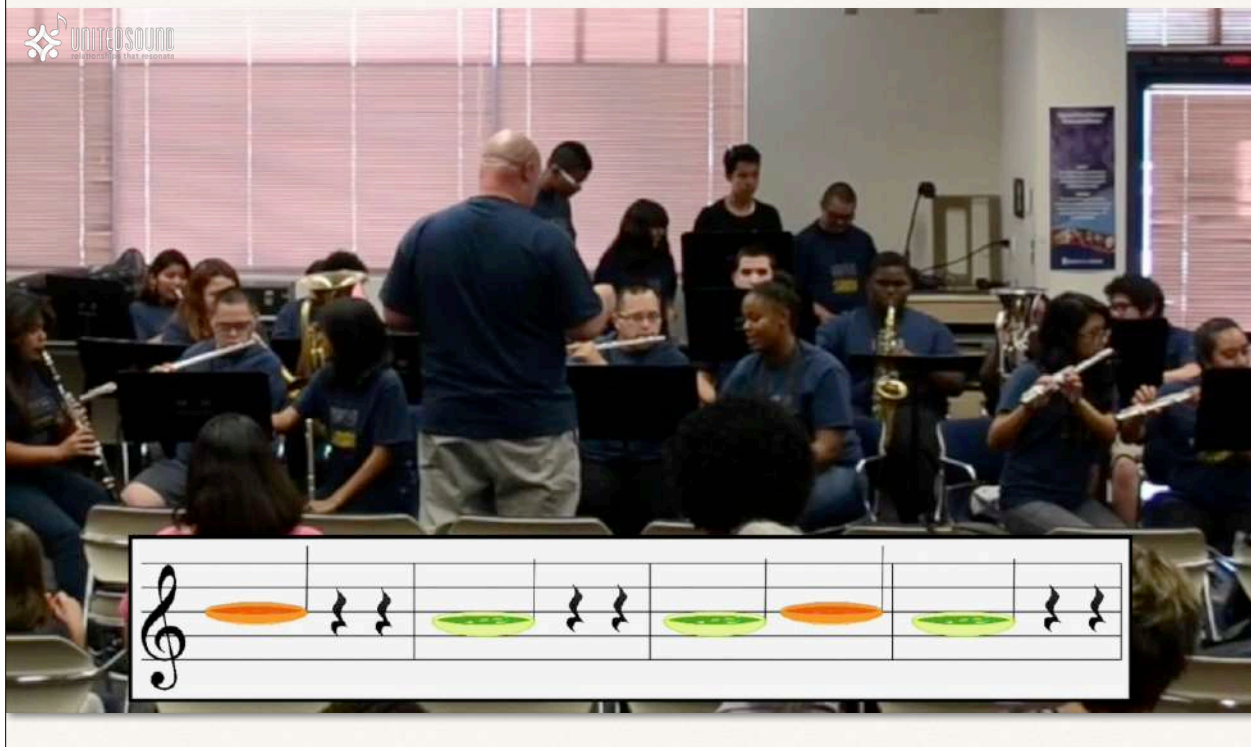
26. Note Switch!



Page 15



Better Together



United Sound logo in the top left corner of the image.

Better Together



31

LET'S GET
TOGETHER



[www.unitedsound.org/
overview](http://www.unitedsound.org/overview)



[www.facebook.com/
unitedsoundmusic](http://www.facebook.com/unitedsoundmusic)



julie@unitedsound.org



[instagram.com/united_sound](https://www.instagram.com/united_sound)



32