

## **Specific Learning Disabilities Activity #2**

### Helpful Adaptations for Music Involvement

#### **Highlighting in yellow to focus attention**

Use a yellow highlighter to draw attention to the music line the person will sing or play. When multiple parts are shown on a staff, people with learning disabilities may have difficulty determining which part they need to follow. The yellow highlight is especially helpful at a page turn when the person needs to move the focus of attention from the bottom right side of a page to the top left side of the next page. It may also be helpful for the person to touch the highlighted part and trace it when singing or playing.

#### **Tips for learning to sing or play one part**

Step 1: First, the person should learn to play the part independently with security. A tutor may play along to help the person initially learn the part but should fade and ultimately allow the person to play independently.

Step 2: Present an audio recording of all the music parts. Play along with the given part simultaneously while listening to the recording.

Step 3: If a version of the recording similar to a *music minus one* format is available, use it!

Step 4: Gradually fade out tutor and allow student to play independently with the other parts.

Step 5: Consider using a buddy system to have a student leader sit beside the student to model the part.

#### **Flashlight**

Use a flashlight to focus attention on a task at hand. Use a game structure to set up various stations around the room. Include one activity to be completed at each station. You may decide to allow student to move from station to station as student chooses to do so or you may decide to use a map to sequence which station should come next. Turn off the lights in the room to decrease interesting distractions. Use the flashlight to search across the room to find each station and to proceed from station to station. The dim lights may decrease hyperactivity and distractibility.

Variation:

Incorporate a yellow brick road to connect walking paths between stations. Another option is to use footprints, bear tracks, or colored markers as guides between stations.

## **Pneumonic device to help memory**

Find ways to improve memory skills.

Example:

The definition of "learning disability" involves deficits in seven different areas. A way to remember these seven areas is:

**1 & 2)** Put on your **THINKING** cap, put on your **LISTENING** ears. (Use actions to depict each of these phrases. The actions serve as a cue to remember.)

**3 & 4) SPEak and SPell**

**5,6 & 7) Three R's: Reading, wRiting, and aRithmetic**

## **Reasons why music works**

Three Nons and Three I's

Music:

Involves movement

is Inherently social

is Intrinsically motivating

Non-verbal

Non-threatening

Non-competitive

## **Memory/Organizational Tools**

1. Use of rhythm and rhyming words may serve as cues for organization.
2. Use of visual aids to represent activities, instruments, or concepts – model on PECS system.