

ABC Creative Music in ASN/SEN- Assessment Questions in 8 Dimensions

Perceptual	<p>Can you hear the instructions, backing track, your own instrument well enough?</p> <p>Can you see the screen/icons clearly?</p> <p>Is there too much background noise/activity or visual clutter?</p> <p>Is perception the main problem?</p> <p>How much processing time do you need for perception?</p>
Motor	<p>Is fine or gross motor control affecting the accuracy of your performance?</p> <p>How much processing bandwidth is this taking up?</p> <p>Does this involve your mobility, posture, being in a wheel chair with restraints on feet or body, specific actions, or your ability to hold an instrument?</p> <p>Does a delay in processing/controlling movement affect the rhythmic accuracy of your performance?</p> <p>What is the social/emotional/cognitive impact of your motor control issues?</p>
Cognitive	<p>Is lack of understanding, processing bandwidth or processing time the main problem?</p> <p>Is this the most important learning opportunity, or is this a barrier to learning elsewhere?</p>
Emotional	<p>How is this activity making you feel? Lack of confidence/self esteem, Anger, Fear, Anxiety</p> <p>Is this affecting your engagement and/or performance?</p> <p>Can you talk about how you are feeling, or show me by pointing at symbols or emoticons?</p> <p>Is there a specific cause?</p> <p>How much processing bandwidth is this taking up?</p> <p>Has this become the most important learning opportunity in this activity?</p>
Social	<p>Is this activity helping you connect with others?</p> <p>Is the challenge of working with or being around others affecting your performance?</p> <p>How much processing bandwidth is this taking up?</p> <p>Has this become the most important learning opportunity in this activity?</p>
Musical/ Rhythmic	<p>What is the level of your underlying musical processing ability- eg in rhythm and pitch?</p> <p>What is the best way to help you develop these skills?</p>
Communication /Language	<p>How is your understanding of spoken English affecting your engagement in and performance of this activity?</p> <p>How is your ability to express yourself through speech affecting you and your performance of this activity.</p>
Creative	<p>How comfortable are you in making and expressing choices?</p> <p>How is your ability to make choices affecting how well you can take part in this activity or affect your performance of this activity?</p> <p>How comfortable are you in creating and performing your own piece of music?</p>



Intervention Suggestions in 8 Dimensions

<p>Perceptual</p>	<p>Speak slower and louder (or quieter). Remove distractions- decrease background noise- reassess in quieter environment. Ask other children to stop playing. Switch off backing track. Or turn up backing track. Give child a louder instrument- to better hear themselves.</p>	<p>Have one person play at a time until skill identified and mastered, then return to group playing. Simplify visual field- Tidy away distracting clutter. Use bigger simpler symbols. Use full screen or zoom in screen to simplify.</p>
<p>Motor</p>	<p>Negotiate bespoke actions for each child- eg Jump = lift arms, Stomp = Tap legs Ask a child to cue when to play an instrument: with eye blink, vocalisation, hand movement or squeeze. Help with choosing- hold up choices, so child can indicate preference with nod or eye gaze. Use passive movements- so a child with severe & complex needs can synthesise timing of sound with timing of movement</p>	<p>Help the child in playing the instrument- eg Hand-on-Hand: ask child to initiate timing of movement, but help with direction/control and holding instrument. Discuss best way to hold or play the instrument. eg hold wood block while child holds the beater. Adapt choice of instruments for each child. If motor control is a big component of inaccuracy, discuss this with the child- "you have a really good sense of rhythm in your brain, but your body takes a wee while to catch-up."</p>
<p>Cognitive</p>	<p>Check understanding. Slow down & simplify instructions, with pauses for processing eg before count in. Prepare, Prime and Pre-rehearse- eg spend time with words, images/symbols- before musical task. Break down instructions or task into more steps. Explain a concept or instruction in a different way.</p>	<p>Show rather than say what you want. Make this area of understanding a learning focus, then return to musical activity. Try Adult-modelling Freeplay approach. Change platform- try icons/grid or iPad. Change social setting to establish skill.</p>
<p>Emotional</p>	<p>Will be child and situation specific-with a huge range of potentially appropriate interventions. eg Anxiety - Increase structure or guidance. Reduce challenge, reassure, secure successful performance, gradually increase challenge level. Reduce choice in creative activities- or make choices blind- eg turn over icons. Identify anxiety, validate, show understanding, negotiate, place anxiety in context and discuss past</p>	<p>successes in overcoming it. Try Adult-modelling/Freeplay approach. With older children: Ask how they feel doing musical and creative activities- use it as a basis for focussed work on accepting criticism, communication and social and personal development. Discuss emotions before during and after create activities and performances. Use Creative and Performance Diaries</p>
<p>Social</p>	<p>Change Seat/position: Establish new skill in 1:1 sessions eg using an iPad or Teaching Aids, or in small friendship group-then transfer back to group work with smartboard/teaching aids. Seat child in the centre of semicircle at the front, and focus on them as if in a 1: 1 session. Ask children who don't engage socially to lead group activities- eg conducting or stand on icons etc. Reinforce how everyone is responding to their lead. Try Adult-modelling/Freeplay approach.</p>	<p>With older children, Ask how they feel working in a group. Use Creative and Performance Diaries. Use discussions as a basis for focussed work on accepting criticism, communication and social and personal development. Role play performance in the classroom regularly, and make discussing the emotions of performance and creativity in a group a central part of the activity.</p>
<p>Musical/ Rhythmic</p>	<p>Slow things down. Simplify challenge- achieve success, then increase challenge level gradually back up. Rehearse by doing things over and over. Loop the difficult bits.</p>	<p>5 Ways To A Beat: Feel- sway to beat- Listen-Direct Listening See- Visual Reinforcement Think-Clarify concepts Do- Rehearse Direct Attention & Listening <i>"Listen to the sound you are making yourself. Listen to each other. Listen to the speakers if you can't hear it you are playing too loud"</i> Reassure/Encourage: <i>"This is all new. You're doing very well. You can do this even better if you really try. Will you try with me?"</i> Demonstrate: Play it yourself, or ask a confident child to play. Use 'How Do We Rehearse?' movie in P4 course.</p>
<p>Communication /Language</p>	<p>Comprehension: Slow and simplify speech- short phrases with regular pauses for processing. Explain activities through, symbols, props eg puppets, gesture as well as speech? Demonstrate how to do things as well as explaining? Use gesture as well as speech during praise.</p>	<p>Expression: Help children choose non-verbally: by pointing, picking icons or instruments out of a bag, standing on icons, selecting items or on touch screen, using pick boards or other non-verbal approaches. Call and response with musical instruments is a rich communication opportunity for non-verbal children.</p>
<p>Creative</p>	<p>Start with very simple acts of control/choosing- eg Press start/play or choose activity on interactive whiteboard, Keep things very simple at the beginning. Restrict choice: start with 2 choices. Gradually increase to 3 then 4 choices. Use blame-free choosing, eg choose cards/icons when facedown, or with eyes shut. Make choosing easier- put icons in a bag. Ask a child to choose in a 1-to-1 session then share what they have chosen with the group later.</p>	<p>Use lots of reassurance-<i>"There is no right or wrong!"</i> Make creativity safe: flag creative activities in advance-set creativity within familiar activities, With older children- Discuss: How creativity feels in advance? How to work well creatively in a group: share ideas, include different views, each person chooses one part of the composition. Use self-reflective diaries on creativity/performance. Adapt audition process to suit each group.</p>