

Music 418 - Music in Special Education

Indiana State University—Music Department

Monday, Wednesday, 9:00am – 9:50am in Fine Arts 409

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Office Hours: Monday, 1 – 5pm, Wednesday: 10 – 11am and by appointment

Course Description: This course examines the philosophy, objectives, materials, and methods for teaching music to children with special needs, including the characteristics and educational challenges of these students. This study is situated within an ethical framework that considers the evolution of the policy and practice of society's responsibility towards the education of students with disabilities. The course will include supervised practical experiences in self-contained special education classrooms. Prerequisite: 201 or the equivalent.

Foundational Studies Program Learning Objectives (FSLO):

This course fulfills the Foundational Studies requirement for a course in Ethics and Social Responsibility. In accordance with the goals of the Foundational Studies Program, upon completing the program students will be able to:

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

This course is designed to help students acquire the means to evaluate policies in light of current thinking and apply critical analysis to programs and teaching practices in order to better meet their ethical responsibilities as educators of a diverse range of students including those with special needs. This critical ability will be developed through readings on current topics in special education and in classroom discussion of real life scenarios posing problems encountered in the field. Students will consult journals in a variety of fields (music education, special education, elementary and secondary education, educational psychology, etc) for articles on selected topics pertaining to class work and the field component. However, issues in special education are not limited to journals in the field, but frequently appear in science journals and news articles. Students are encouraged to read widely and analyze work from a variety of sources.

Policy and law regarding the education of children with disabilities were created in response to societal and political movements in civil rights and the deinstitutionalization of people with

disabilities. This course also examines the historical roots of social responsibility in regards to this population by tracing the policies and practices of the past and examining them within an ethical framework. Students in this course will need to be able to articulate this responsibility from both a historical and contemporary perspective of human rights. Through critical analysis of their lesson plans and classroom work, students will question their actions and instructional decisions. They will articulate the connection between these actions and their ethical grounding in reflective essay writing and classroom discussion.

An additional component of the course is field experience in self-contained special needs classrooms, not music specific. Students will be required to keep a journal that includes their thoughts before observing in these classrooms as well as their response after experiencing what takes place in these situations. They will be expected to reflect on their experiences and compare and contrast them to the assigned reading materials.

An extended research paper (minimum 12 pages) will be required for all students. The paper should demonstrate significant research in a single topic regarding responsibility to special needs students. To demonstrate the breadth of their research all students will be expected to show evidence of having consulted library databases in education and psychology. This paper will address the four major stages of the writing process: Planning/Development, Drafting, Revising, and Editing.

As a Foundational Studies course in Ethics and Social Responsibility (E&SRO), students will:

1. Understand the historical and philosophical bases of ethical decision-making and social responsibility;¹
2. Use independent thinking, critical analysis, and reasoned inquiry when assessing personal, professional, and societal issues;²
3. Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from the study of ethics and theories of social responsibility;³ and
4. Articulate how one's ethical framework and understanding of social responsibility shape one's actions.⁴

¹ Policy and law regarding the education of children with disabilities were created in response to societal and political movements in civil rights and the deinstitutionalization of people with disabilities. This course examines the historical roots of social responsibility in regards to this population by tracing the policies and practices of the past and examining them within an ethical framework.

² This course is designed to help students acquire the means to evaluate policies in light of current thinking and apply critical analysis to programs and teaching practices in order to better meet their ethical responsibilities as educators of students with special needs. This critical ability will be developed through readings on current topics in special education and in classroom discussion of real life scenarios posing problems encountered in the field.

³ Throughout the field component embedded in this class, students are reflecting on their philosophical and theoretical grounding in ethics and social responsibility in order to inform the instructional decisions they will be making. This is accomplished through journal writing before and after observations, creation of well-crafted and appropriate lesson plans, reflective writing during and after their teaching experience, and class discussion and debriefing.

⁴ Students in this course will need to be able to articulate this responsibility from both a historical and contemporary perspective of human rights. Through critical analysis of their lesson plans and classroom work, students will question their actions and instructional decisions. They will articulate the connection between these actions and their ethical grounding in reflective essay writing and classroom discussion.

Skill Applied Learning Requirements (SALR): This course is specifically designed to develop skills for the application of learning. The course will

1. Explicitly demonstrate how the curriculum will develop critical thinking skills⁵
2. Explicitly demonstrate how the curriculum will develop information literacy skills⁶
3. Include a graded writing component, which whenever possible is developmental⁷
4. Must give students the opportunity to apply what they are learning to real world scenarios⁸
5. Must include opportunities for experiential learning or community engagement⁹
6. Must give students the opportunity to identify and solve problems¹⁰
7. Must incorporate opportunities for students to critically read and analyze text-based materials beyond textbooks (e.g., novels, classical literature, primary sources, science journals, poems, lyrics, blogs, etc.)¹¹

Course Objectives:

- To understand the current profile of students with disabilities in public schools and the implications for general music specialists
- To understand the legal requirements for the education of students with special needs
- To become conversant with the principles of inclusion and knowledgeable about a variety of settings for teaching music to students with special needs
- To gain practical tools and confidence in creating meaningful and challenging musical experiences for children with a wide range of disabilities

Required Textbook:

Adamek, M. & Darrow, A. (2005). *Music in Special Education*. Silver Spring, MD: The American Music

⁵ In the context of the philosophical and ethical content of our readings, students will be considering real-life scenarios in special education through a critical lens, and evaluating possible actions and their repercussions in class discussions.

⁶ Students will be consulting electronic databases and print sources for journal articles in the field of music education, special education and other related fields. They will be evaluating the sources and content of these articles in light of their background knowledge and experiences in the field.

⁷ The coursework for this class includes one research paper on a selected topic involving music in special education. This paper will address the four major stages of the writing process: Planning/Development, Drafting, Revising, and Editing.

⁸ A field experience component in a special education setting is a crucial part of the learning in this course. Students will be actively involved in the classroom and will be creating their own lesson plans, which connect course content to their applied experience.

⁹ The applied experience, which takes place in area schools connects the student to the community and provides an opportunity not only for learning but for service as well. This field component includes written reflection on the experience as a means of questioning, debriefing, and constructing knowledge.

¹⁰ Working with students with disabilities requires the identification of obstacles to learning as well as student strengths. Students will use this information to solve instructional problems and devise strategies and techniques for effective teaching and learning.

¹¹ Students will consult journals in a variety of fields (music education, special education, elementary and secondary education, educational psychology, etc) for articles on selected topics pertaining to class work and the field component. However, issues in special education are not limited to journals in the field, but frequently appear in science journals and news articles. Students are encouraged to read widely and analyze work from a variety of sources.

Therapy Association, Inc.

Attendance

- Because much of the emphasis of this course is on the activities that take place in class, attendance is required.
- 1-2 unexcused absences = no penalty; each additional absence = final grade lowered one level. Three tardies will be the equivalent of one absence.
- Illness (with written confirmation from your doctor or the health center) and extraordinary circumstances will be the only excused absences. Documentation of illness will need to be presented at the next course meeting to be excused.

Assignments

If for some reason you are unable to complete an assignment when it is due you will need to speak to me about submitting work after the deadline. This will be handled on a case-by-case basis, but habitually late assignments will have a significant affect on your final grade.

Additional Course Policies

In order to keep classroom disruptions to a minimum, you are asked to turn off cell phones and pagers during class time. For this same reason, it would be appreciated if you did not bring food to class. No grade of incomplete will be given in this course. It is not possible to change the time of the final exam except for documented illness.

All written assignments must be the individual work of the student, and any use of sources must be documented. Any non-original work (either on the weekly assignments or the reading evaluations) that is turned in will be cause for failure in this course.

This syllabus is a working document. Teaching and learning takes place in context and class participants help comprise that context. The syllabus is a broad outline of what will take place, but the pacing and ultimate content will be responsive to the needs of the students. Therefore you must become accustomed to consulting Blackboard weekly for updates in assignments under the Course Assignments section. I will also use email to notify you of any changes in schedule or additional assignments. These emails should contain the subject line "MUS 418".

Readings

Due Daily Before Class

The daily reading assignments are very important to the overall course content. In order for our time in class to be most effective you will need to have read the assigned materials before coming to class the day that they are assigned. In order to encourage class preparation, every reading assignment will include a short quiz on Blackboard. These quizzes will time out before class on the day assigned.

Written Assignments

It is expected that you will use a APA style, and correct grammar, spelling and punctuation in all of your writing assignments. Each essay should be from two to three pages in length and should be double-spaced with 1" margins, and a 12-point font size. Further specifics will be given before each assignment. Journal article reviews will follow the same standards with the exception that they should be between 1 and 2 pages in length.

Academic Integrity

The following statement on academic integrity is found in the Student Guide to Academic Integrity: "Indiana State University requires that all students read and support the Policy on Academic Integrity. Academic Integrity is a core value of our community of learners. Every member of the academic

community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The Policy on Academic Integrity describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is found in the Code of Student Conduct and on the web at www.indstate.edu/sjp/.

Academic Dishonesty:

The Indiana State University Code of Student Conduct includes the following statement in Part I Section I: “Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.” Please consult the document for specific information on this policy.

Academic Freedom:

The university policy on academic freedom encompasses the freedom to discuss topics within the scope of this course. A full statement can be found at: <http://www.indstate.edu/gened/docs/Foundational%20Studies/Info%20on%20Sycamore%20Standard%20and%20ADA%20and%20Laptops%20and%20Academic%20Freedom.pdf>

Laptop Not Required for Course, Usage Permitted: While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

Evaluation

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| • Midterm | 20% |
| • Research Paper | 15% |
| • Reflective essays and Journal Article Reviews | 20% |
| • Weekly Assignments | 25% |
| • Presentation of field experience | 20% |

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Class Meeting Topics and Readings (subject to minor revisions):

Week 1	Music in Special Education
Jan 12	Course Introduction
Jan 14	Current profile of students with disabilities Read Chapter 1 – Quiz #1
Week 2	History of Special Education
Jan 21	Read Chapter 2 – Quiz #2
Week 3	IDEA and Inclusion
Jan 26	Read Chapter 3 - Quiz #3
Jan 28	Barriers to Inclusion
Week 4	Inclusion continued
Feb 2	Read Chapter 4 – Quiz #4
Feb 4	Teaching strategies <u>Journal Article Review #1 due</u> (philosophy)
Week 5	Motivation and Management Techniques
Feb 9	Read Chapter 5 – Quiz #5
Feb 11	Positive Classroom Environment
Week 6	Music Education Delivery Options
Feb 16	No class – Reflective Essay #1 due on Wednesday: It is sometimes easier to understand disabilities in children than in adults. Reflect on how the information in this course may change the way you view peers or adults who are different.
Feb 18	Read Chapter 6 – Quiz #6 - Music Therapy
Week 7	Behavior Disorders
Feb 23	Read Chapter 7 – Quiz #7
Feb 25	Intervention and problem solving
Week 8	Students with Cognitive Disabilities
March 2	Read Chapter 8 – Quiz #8 Strategies for effective teaching
March 4	Midterm
Spring Break	
Week 9	Students with Communication Disabilities: Autism
March 16	Read Chapter 9 – Quiz #9
March 18	Speech and language disorders Journal Article Review #2 due (Autism)
Week 10	Students with Physical Disabilities
March 23	Read <u>Chapter 12</u>
March 25	Implications and problem solving
Week 11	Observation in the Field
March 30	No class – classroom observations

April 1	No class – classroom observations
April 3	Reflective Essay #2 due on field observations via BB
Week 12	Students with Vision Loss
April 6	Read Chapter 10 – Quiz #11
April 8	MUSIC THERAPY (guest speaker)
Week 13	Field experience - teaching
April 13	No class – teaching in VCSC classroom
April 15	No class – teaching in VCSC classroom Write up field notes for presentation and final exam essay
Week 14	
April 20	Presentation of field experience
April 22	Presentation of field experience
Week 15	(Study Week) Students with Hearing Loss
April 27	Presentation of field experience
April 29 th	Finish presentations Review for final

Final Exam: Wednesday, May 6th 8:00am – will cover questions from Chapters 9 - 12