Welcome to Integrating Music into the SPED Classroom. Today you will leave with an assortment of songs and ideas to start implementing music into your classroom.

Why Music Matters

Have you noticed how much our kids respond to music?

Research shows: music and autism
- that special needs kids who interact with music on a regular basis improve in their communication and behavior.
- Music improves speech output in vocalization, verbalization, and vocabulary
- Singing is helpful in teaching our kids to effectively express their emotions
- Music connects the auditory and motor parts of the brain which helps our kids better understand and obey verbal commands
- Music engages and appeals to many of our kids sensory strengths and needs

Check out this Rhythm Tree poster by Ryan Judd

Music is a fun way to implement Verbal Operants. (refer to worksheet)
- Mand: holding out an instrument (drum) waiting for child to request for it.
- Tact: "Old Macdonald" Show book "This is a _______")
- Receptive: Give me scarf, Touch the small spider
- Motor imitation: showing what to do with an instrument. Itsy bitsy Spider “Finger Play”
- Echoic: “Old Macdonald” Dog. (Use microphone to reinforce this)
- Intraverbal: The pig says______

Music is a great way to incorporate the students goals

Music helps with Transitions: clean up song, line up song, walking song, everybody have a seat, check schedule

Things to Consider When Planning Your Songs

- Think about your students goals and sensory needs
- What are your kids interest and ages
- What can I add to this song to make it more fun and interesting
- Change things up (find new ways to do the same song) ex: Itsy Bitsy Spider
- What supplies do I need (PECs pics? Choice boards, props, instruments)
- Practice
- Your actions, demeanor and singing should be OVER THE TOP (whether you feel like it or not)
- Do I want to give my kids choices?
- How will they know when music group starts and ends? (Schedule, Opening and Closing song?)
- When is the best time to do this in schedule (end of day)
- Reverse Inclusion Time?

Be ready to adapt and change as needed. Know that sometimes a song or instrument just won’t work.
**Instruments and Supplies**

**Basics:** Body: HANDS and FEET, Sticks and Shakers/Maracas

**Others:** Sand blocks, Tambourines, Castanets, Kazoos *(target sells the best in party isle)*

**Special:** xylophone, drum, Boomsticks, tone block, kokiriko (caterpillar), rain stick

Can always talk to your performing arts/music teacher to see what they have available to use

**Props:** Scarves: (cut out from tulle), Parachute

Talk to PE teacher about the availability of these items if you do not have any in classroom

**Let’s get Singing**

**ESLE/ELE**

**Circle time:** Hello, Movement Song
Wake Up Song, W.O.W.

**Music Group:** Show choice boards and Whose Turn is it
Sticky Bubble Gum, Snowflake, Crocodile

**SLE/ELE -** It’s Music Time / I’m in the Mood for Singing
Walking Through the Forest
5 Green and Speckled Frogs
BINGO
See You Later Alligator

Now it's your turn to be creative with some familiar songs. We have provided the props. Using your verbal operants sheet see how you would use them with the songs and props provided. Practice the songs with your fellow teachers like you would if you were with your classroom. Take turns having someone else lead.

**Wheels on the Bus**
Book, Rhythm Sticks, Scarves

**5 Little Monkeys**
Felt book and Microphone, Shakers and Wind-up Toy, Parachute w/ 5 balloons

**Old MacDonald**
Book, Puppets, Paper Bag with Farm Animals
**WRAP-UP**

Some of you might be thinking - I CANNOT sing or carry a tune. Do you have an IA who can sing, let them help you. Using Youtube and other music sources is OK. We do it lots to help teach the songs. I suggest for familiar songs minimizing the screen so the kids are not focused on the videos that are shown and will watch you. You can always pause the song if you want them to say certain words.

You might even talk to your performing arts teacher to see if they would come in once a week or month to do a special lesson with your students (they could introduce a unique instrument, this provides a connection with the teacher so when they are in their classroom they will be more comfortable, think of it as a pairing time)

I also use VIDEOS as a focal song that goes with our theme. We usually play an instrument along with it. (Ex: Bear Necessities - play kazoo and sand blocks) or have a fun activity with it like “The Bubble Song” from the beginning of lesson.

I hope you have enjoyed this class, and will use what we have shown you in your classroom. You are always welcome to email me if you have questions or need some ideas.

**song: Loopty Loo**

**Great Resources:**

Jbrary, Raffi, Patty Shukla, Laurie Berkner, Mr. DeMaio. The Piano Guys, Ryan Judd/The Rhythm Tree, Tammy Keorkunian/Kids Music experience, Intellidancing, Barefoot Books, Life Rhythm Music/Sarah Jane

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SONGS AND NOTES

The Bubble Song - Nay, Nay

Everybody have a Seat (JBrary)

Welcome Song (TeachingMama.org)

Itsy bitsy Spider

Hello Song (Jbrary)

Movement Song: (Teachingmama.org)

Wakeup Song (JBrary)

Snowflake

Crocodile (5 little monkeys swinging from a tree)

I’m in the Mood for Singing (Raffi)

Walking Through the Forest (Life Rhythm Music - Sarah Jane)

5 Green and Speckled Frogs

BINGO

Icky Sticky bubble Gum (Ooey Gooey Lady)

See You Later Alligator (Jbrary)

Wheels on the Bus

5 Little Monkeys Jumping on Bed

Old MacDonald

Here We Go Loopty Loo (Disney Children’s Favorites)