

Teaching Music to Older Students with Disabilities: Enjoyment, Engagement and Transition Skills

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Factors that lead to better performance and personal satisfaction:

Autonomy - Mastery - Purpose

Self-Determination

Self-determination theory (SDT) is a broad framework for the study of human motivation and personality. SDT assumes that individuals have tendencies toward growing, mastering ambient challenges, and integrating new experiences into a coherent sense of self; social and cultural factors can support or undermine an individual's sense of volition and initiative as well as their well-being and quality of performance. Basic psychological needs (autonomy, competence, relatedness) must be nurtured and satisfied for healthy development and functioning.

For purposes of education and rehabilitation, "self-determination is 1) best defined in relationship to characteristics of a person's behavior; 2) viewed as an educational outcome; and 3) achieved through lifelong learning, opportunities and experiences." (Wehmeyer, 2007).

Wehmeyer, M.L., & Field, S. (2007). *Self-determination: instructional and assessment strategies*. Thousand Oaks, CA: Corwin Press.

Self-Determined behaviors promote – Autonomy – Self-Regulation – Self-Realization – Empower individual to make things happen (causal agent)

Components of Self-Determination

- Choice making
- Problem solving
- Decision making
- Goal setting and attainment
- Self-observation and evaluation
- Self-advocacy and Leadership
- Self-awareness
- Self-efficacy

Differentiated Instruction

Differentiated Instruction (DI) is a philosophy for effective instruction, a process of ensuring that what students learn, how they learn it, and how students demonstrate what they learn is a match for their readiness level, interests, and preferred mode of learning.

A summary of the research findings indicates that effective Differentiated Instruction

- Is proactive rather than reactive
- Utilizes small and flexible teaching/learning groups
- Utilizes varied materials used by students
- Is paced on the needs of the learner
- Is knowledge centered with clarity of learning priorities
- Is learner-centered.

Teachers can differentiate:

- Content of the curriculum
- Process of delivering the curriculum
- Products students are expected to produce as evidence of learning
- Environment in which learning takes place

Teachers differentiate based on:

- Students' readiness
- Students' interests
- Students' learning styles

Key Components are:

- Pre-assessment and ongoing assessment
- Layered curriculum

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