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Adaptations to Lesson Plan on Pg. 90

Physical Disabilities

To accommodate for students who are physically disabled, I would first put special grip on all the instruments being used—drumsticks, tambourine, and maracas. The grip would be soft and easy to hold. This would particularly be helpful for students with cerebral palsy, or any others who have trouble grasping things. For students who are unable to clap their hands, due to tightened muscles, I would find a substitute, such as an object that lights up when you touch it. This would be an accommodation for procedure 3 and 6. I would be sure to provide a keyboard at a comfortable reach for children in wheelchairs.

Visual Impairments

I would accommodate for visual impairments by providing a large print version, or even Braille if necessary, of the rhythm chart used in procedure 6. A large portion of this lesson plan involves using a keyboard. I would identify the white and black keys using texture. For the white keys I would place a tiny square of sandpaper on each. For the black keys I could either leave them the way they are, or place a tiny piece of silk on each one. As far as when I am lecturing the class and introducing new chords, I would do a lot of repeating to make sure they caught what I was saying.

Hearing Impairments

Children with hearing impairments would be allowed to sit on the ground while the drums are being played. If the room did not have a hard floor (wood), I would transport the classroom to another room in the school. This accommodation will allow the child to feel the vibrations of the instruments. I would provide words to the songs we are singing on the overhead or pass a worksheet out. I could also provide sign language, or have a translator come in.

Gifted Students

Gifted students can be helpful in the classroom because they can act as “helpers”. I would allow gifted students to possibly lead the breathing exercises at the start of class. I would also give them an option of doing a solo in front of the class. If the gifted students were bored with the keyboards, maracas, and tambourines, I would allow them

to move to more difficult instruments, such as the piano or guitar. Gifted students often get bored easily because they get things done so fast in class. An extra activity they could do would be to create their own rhythm chart and present it to the class.

Cognitive Disorders

Students with cognitive disorders often need repeated instruction and step-by-step procedures. I would begin the class by writing the lesson plan on the board, step-by-step. The singing and playing of instruments would be repeated several times, just to make sure that they caught on. The chords that I introduce in procedure 10 would be printed on a handout, just in case they can't remember what I lectured on. I would also add an additional closure activity, involving how they felt when they played/listened/sang certain types of music/songs. This will help me better understand what they like and don't like and what may or may not upset them.

Autism Spectrum

Accommodations for children with various levels of the Autism Spectrum would include doing more hands on activities, providing visuals, and not changing much of the procedures because these students don't deal well with changes. I would make sure that the child with autism always had an instrument in their hand, so they don't get side tracked. I would stick to only one song throughout this lesson plan, and an easy one at that. If possible, a song that has repeating phrases and not much change.