



Teachers' Corner

Music Mediated Intervention



Janet Knighten



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The list of the original 24 evidence-based practices (EBPs) for teaching children with autism spectrum disorder (ASD) (Odom et al., 2010) was amended in 2015 and again in 2020. The most recent publication by Hume et al. (2021) added five new practices including Music-Mediated Intervention (MMI). This article will discuss how MMI can be used in all classrooms to teach children with ASD.

What Is Music-Mediated Intervention?

MMI “uses music as a key feature of the intervention delivery” (Hume et al., 2021, p. 92). MMI has been used since the mid 1950’s in the field of music therapy. Starting in the late 1970s, musical interventions began to be seen in classrooms of students with special needs. Recently, researchers have conducted rigorous studies to determine if MMI could be considered an EBP for teaching children with ASD (NCAEP, 2020). The addition of MMI to the list of EBPs opens a door for collaboration between special educators and music educators.

But I’m Not a Musician!

For educators without musical training, incorporating MMI in the classroom can be daunting! The school’s music educator can be helpful in designing evidence-based music interventions aligned with the developmental need of the students with ASD.

The seven studies identified in support of MMI as an EBP address the areas of communication, social skills, play, school readiness, adaptive/self-help, challenging/interfering behavior, and motor skills (Steinbrenner et al.,

2020). The majority of interventions focused on preschool and elementary age children (3-11). These research studies incorporated interventions such as play in an outdoor “Sound Hut” with pitched and unpitched percussion instruments; using simple, known children’s songs to ease transitions and increase self-care routine efficiency; using rhythm-based movements and song to improve gross motor skills while improving behavioral skills; and word association with a musical tone to improve communication in mostly non-verbal students. These types of interventions can be embedded into daily routines and lessons to meet IEP goals. Table 1 provides a list of the evidence-based practices.

Collaboration

The general music curriculum for preschool and primary education focuses on moving to a steady beat, singing simple melodies within a five-note pentatonic range, clapping to macro and micro beats, and simple movement to beats. Each of the MMI practices may reinforce target behaviors to increase as well as targeted music skills identified in the general music class. The music specialist in your school will be more than willing to assist you in developing these strategies for use in the classroom. Special educators should reach out to the music specialist to elicit ideas and help in writing goals when using MMI.

Implementing MMI in the Classroom

(continued on page 7)

President's Message

Peggy Schaefer Whitby



Greetings!

As we approach summer, there are two things I would like to share with DADD members: an infographic on common language around inclusion, diversity, belonging, equity, and accessibility; and information on our summer mini-conference.

First, one of our goals this year was to be intentional in improving issues regarding diversity, equity and inclusion. In order to meet this goal, an ad hoc committee was established to develop a common language surrounding **Inclusion, Diversity, Belonging, Equity, and Accessibility** and new session types were introduced in the call for conference proposals. We ask members to review the newly developed infographic on Inclusion, Diversity, Belonging, Equity, and Accessibility found in this issue of the DADD newsletter and begin to use this common language in our work. We want DADD to be a safe place for special education teachers, Autistic people, individuals with autism and developmental disabilities,

and researchers to learn from each other. I would like to thank the ad hoc committee members, Elizabeth Harkins, Cindy Perras, Angi Stone McDonald, Jamie Pearson and Taucia Gonzalez (DDEL), for creating the infographic on common language that can be utilized across divisions.

Second, every summer the DADD Board of Directors partner with a state to conduct a mini-conference professional development day. This year we are partnering with Minnesota and their state department of education on August 2nd, 2022. Board members volunteer their time to present on critical issues identified by the partner state. This year, all presentations will be “in person” and synchronous and the department of education will host groups across the state of Minnesota. We are so grateful for Lynn Stansbury Brusnahan for working with the Minnesota Department of Education to organize this event. If you would like DADD to consider working with your state for an upcoming summer mini-conference professional development day, please reach out to Elizabeth Harkins (harkinse@wpunj.edu) who will make sure to bring your request to the board for consideration.

As always, thank you for the work you do to support special education teachers, individuals with autism and developmental disabilities and their families. Never underestimate the impact you have on the people we serve.



Executive Director's Corner

Emily Bouck



I decided to devote this edition of my newsletter article to representation within literature and the Dolly Gray Children's Literature Award that is supported, in part, by DADD. Every other year, DADD recognizes the Dolly Gray Children's Literature Award winners at the DADD conference. Per the website, “The Dolly Gray Children's Literature Award recognizes authors, illustrators, and publishers of high quality fictional and biographic children, intermediate, and young adult books that authentically portray individuals with developmental disabilities, such as autism spectrum disorders, intellectual disabilities, and

Down syndrome” (<https://www.dollygrayaward.com/home>). DADD is proud to be a part of this recognition that increases representation of individuals with developmental disabilities within literature. Representation within literature matters—for individuals with disabilities themselves but also others. Kids (and adults) should be reading stories about the society in which they live – an inclusive, diverse society. If you haven't visited the Dolly Gray website, I strongly encourage you to check it out; it can give you great ideas for a summer reading—for yourself, your kids, kids or other adults you know. And a special shout-out to Tina Taylor-Dyches for her leadership with the Dolly Gray Children's Literature Award.

Legal Brief

History of Segregation in the United States: Implications for Students with Disabilities Today



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School segregation has a long history in the United States. After slavery was abolished by the Thirteenth Amendment in 1865, state and local Jim Crow laws ensured that African Americans remained separated from White Americans inside and outside of schools. These laws were upheld with the Supreme Court's 1896 *Plessy v. Ferguson* decision that Black and White individuals could be segregated if their separate facilities (e.g., schools) were equal in quality. In other words, "separate but equal" was permissible. However, these facilities were not, in fact, comparable. School districts intentionally undervalued the education of Black students by underfunding them, which led to under-resourced schools (Skiba et al., 2008, Yell et al., 1998). Other students also experienced school segregation. For instance, starting in the late 1800s until the 1970s, Indigenous students were segregated and isolated in residential schools (Callimachi, 2021). In addition, from the early 1900s to the early 1950s, many school districts in the southwestern region of the United States required Mexican American students to attend "Mexican schools" (Powers, 2008).

In response to the inequalities their children faced, many parents, with the support of civil rights organizations, fought against school segregation. For example, the National Association for the Advancement of Colored People supported Black parents in suing various states so that their children could attend White schools, which received more funding and resources. Moreover, "Mexican schools" were declared unconstitutional in 1947 by the *Mendez v. Westminster* federal court case decision. Ultimately, the greatest blow to de jure (or legally supported) school segregation was *Brown v. Board of Education of Topeka* (1954).

In 1954, the U.S. Supreme Court declared that de jure racial segregation was a violation of the Equal Protection

Clause of the Fourteenth Amendment, which stated that governing bodies could not deny U.S. citizens the equal protection of the laws. Therefore, state and local laws that established separate public schools for Black and White students were deemed unconstitutional. This decision overturned *Plessy v. Ferguson*, and separate was no longer legally considered to be equal (Yell et al., 1998).

Even after *Brown v. Board of Education*, desegregation was a long, arduous, and, at times, violent process. Nonetheless, *Brown v. Board of Education* set the foundation for future educational progress. In particular, the Supreme Court's decision motivated change for the education of students with disabilities (SWDs). The premise was that if it was illegal to deny students a public education based on race, then surely, it should be illegal to deny students one based on disability status.

History of the Education of SWDs in the United States

Around the time of the *Brown v. Board of Education* decision, SWDs, particularly those with more extensive support needs, were often excluded from public education. Many states had policies in place that permitted schools to deny children with disabilities access to education in their local schools (Yell et al., 1998). Instead, many SWDs often attended isolated residential schools, which were considered the only educational setting appropriate for children with more significant needs. The conditions in many of these settings, however, were horrendous, as individuals with disabilities typically suffered abuse and neglect (Yell et al., 1998). Further, following *Brown v. Board of Education*, many schools segregated Black students with disabilities via placements in special education settings (Dunn, 1968). These educational placements led to the exclusion of SWDs—among whom Black chil-

dren were often overrepresented.

In the 1970s, two essential court cases—*PARC v. Commonwealth of Pennsylvania* (1971) and *Mills v. DC Board of Education* (1972)—changed the landscape of education for SWDs. These court cases were family-led initiatives, as families were (and continue to be) fundamental to advocacy for a better education and inclusion for SWDs. Both cases tackled unfair state policies that excluded children with disabilities from schools. In Pennsylvania, children were excluded from schools if they had not reached what was deemed a mental age of five by first grade. The decision in *PARC v. Commonwealth of Pennsylvania* stated that all students, including SWDs, had a right to attend school and would benefit from doing so. In *Mills v. DC Board of Education*, parents fought for the educational right of their children who had been denied a public education due to their disability. The *Mills v. DC Board of Education* decision provided SWDs the right to a free public education and the right to procedural protections for school status change (i.e., procedures to protect SWDs from unjust expulsion or placement changes).

PARC v. Commonwealth of Pennsylvania and *Mills v. DC Board of Education* set the precedent for the passing of the nation's first special education law—the 1975 Education for All Handicapped Children Act (EAHCA; Public Law 94-142). Furthermore, much of the language, ideas, and concepts from these cases were adopted into EAHCA. After the passing of EAHCA, schools receiving federal funding were required to provide access to education for all SWDs—that is, a free appropriate public education in the least restrictive environment. The law, which was last reauthorized as the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, guarantees SWDs specially designed instruction, as detailed in their Individualized Education Programs, to meet each student's unique needs.

While IDEA has been integral to the inclusion and

education of SWDs in the United States, there have been several egregious violations of the law. For example, in 2016, the U.S. Department of Justice sued the state of Georgia for segregating students with behavioral disorders into isolated programs that did not provide SWDs with equitable educational opportunities. In addition, in 2018, following investigations from the U.S. Department of Education, it was determined that SWDs in Texas were routinely excluded from receiving special education services under IDEA. Thus, while IDEA laid the groundwork for the educational rights of SWDs to access an equitable and inclusionary education, many systemic issues still impact the access to educational opportunities for SWDs today.

References

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Committee News

Awards: The DADD Awards Committee is seeking individuals and companies with an interest in sponsoring a DADD award. If you have an interest in discussing a potential sponsorship, please contact the awards chair, Jordan Shurr j.shurr@queensu.ca

Canadian Rep: We are seeking feedback from Canadian and other Non-US based DADD members. If this describes you and you haven't yet completed the survey, please do so here:

<https://forms.gle/SyEhq6AyhLwDiXuUA>

Students' Corner



Diedre Gilley



Kelly Wilds



Celeste Michaud



Jodee Prudente

It is that time of the year where conference proposals are rolling in for various annual special education conferences across the United States. The 2023 DADD Annual conference will be in Clearwater Beach, FL from January 18th to 20th and will continue to uphold the DADD conference tradition of the Student Poster Competition. This past year's competition was unique due to the record number of students competing, the increased prize earnings, and toughness of this year's competition. This year's winners included Kelley Wilds (1st place), Celeste Michaud (2nd place), and Jodee Prudente (3rd place). This article is going to highlight each of this year's winners as well as provide readers with some advice on how to compete in a poster competition as well as how to submit a conference proposal.

This Year's Winners

The 2022 DADD first place winner, Kelley Wilds, presented on her sexuality education literature review. Kelley is a master's student at Washington State University in Curriculum and Instruction. She will be attending the university in the fall as a PhD student. Her research informed and developed a two-year sexuality education curriculum map which includes the following effective components recommended by the National Sexuality Education Standards (SIECUS): dating, self-advocacy, sexual decision-making, preventive health care, and caring for a baby. According to her findings, currently students with intellectual and developmental disabilities (IDD) often are not provided instruction that aligns with the SIECUS standards. Therefore, her curriculum map is based on what the literature says people with IDD want to learn along with the SIECUS learning standards to best support this population when learning about sexuality education.

The 2022 DADD second place winner, Celeste Michaud, presented on the relationship between transition planning and residential arrangement outcomes for postsecondary students who have autism spectrum disorder. Celeste is a PhD student at the University of Arkansas-Fayetteville in Curriculum and Instruction. In her scoping literature review, results indicate that

despite the increased prevalence of autism diagnosis and the consistent reporting of poor outcomes in living arrangements for this population, transition planning has not adequately been studied in relation to one's independent living outcomes. Further research is needed in this area to better support the living arrangements of young adults with autism.

The 2022 DADD third place winner, Jodee Prudente, presented on her systematic review of preference assessments for students with intellectual disability in the schools. Jodee is at the University of Nevada-Reno and is currently working on her dissertation. She found that there were only five single case research designed studies conducted in the last 10 years on systematic preference assessments for students with intellectual disability, aged 6-22 in school settings. Future research is needed.

Advice for Competing

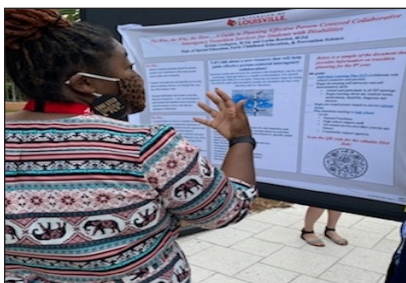
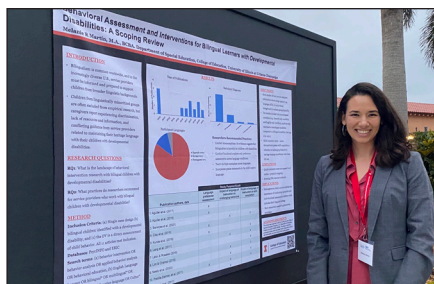
As students, we often compete in conference competitions on our research. Competing as a student can be a daunting task; it can be scary, nerve-racking, and anxiety inducing. Drawing on the experience of the 2022 DADD Poster Competition winners, here is some advice for students competing in conference research competitions. Kelley, 2022 first place winner, shared of the importance to "Have fun!" and be proud of the work you are presenting on. She stated that while it may be scary, take the time to network and learn from others while you are competing. Celeste's, 2022 second place winner, advice was for you to pick a topic that you are passionate about and know it well. Spending time practicing what you are going to be presenting on can go a long way. Similarly, Jodee, 2022 third place winner, highlighted the importance of knowing what you are presenting on so that you can speak to it easily, comfortably, and confidently. Lastly, my advice to you is to develop a 2-to-3-minute elevator speech about the poster you are presenting on. It is expected that you will not be able to hit every single piece of the research; therefore, pull out two or three main parts to highlight at the end of the speech to spark conversation with poster session attendees.

Advice for Submitting

Another area that can be intimidating is the submission process of conference proposals. Here is some advice from the 2022 poster competition winners about how to successfully submit conference proposals and be accepted. According to Celeste and Jodee, be sure to read the guidelines of the proposal you are submitting as well as evaluate any published rubrics. Conference proposal guidelines are similar conference to conference (i.e., inclusions of title, abstract, objective, etc.). However, they all have unique components that you want to be sure you are aware of prior to submitting a proposal. Lastly, Kelley advises other grad students to keep track of deadlines. Often, we attend multiple conferences a year and submit several proposals per conference. Thus, try and create a management system for keeping track of all deadlines to ensure you do not miss one. Lastly, my piece of advice to you would be to include a component in your proposal that makes you stand out to reviewers. This can be through a description of how you plan to keep attendees engaged, how you plan to format your presentation, or what attendees will take away from the presentation (e.g., access to materials, handouts, etc.).

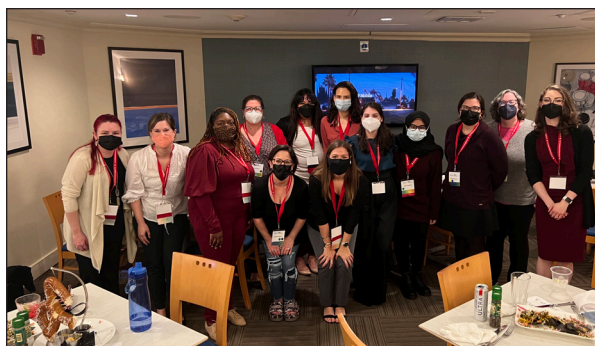
Conclusion

Student Showcase posters



This article highlighted three outstanding DADD students who competed in the 2022 student poster competition. This year's competition was among the toughest to compete in thus far. Each of these DADD students are ones to "keep an eye on" as their careers advance. According to advice they provided, practicing your presentation, picking a topic you are passionate about, and having fun while presenting are good things to consider when it comes to competing in a poster competition. Additionally, other advice related to conference proposal submissions include keeping track of the deadlines, evaluating proposal criteria, and including a component that will make you stand out. As previous first place winner Kelley Wilds stated, "Presenting at the DADD conference was one of the most meaningful experiences of grad school so far. I would encourage every grad student to submit proposals for posters and presentations at every opportunity". If you are a DADD student and interested in competing in next year's competition, be sure you submitted a proposal and enter in the contest at the check in / welcome booth at the 2023 conference in clearwater, FL. Feel free to reach out to current student rep (Deidre Gilley, dgp17c@fsu.edu) with any questions, comments, or concerns.

Student social pictures



Just like any other intervention, MMI should target learning objectives, be planned, intentionally implemented, and progress should be monitored. MMI is fun. Most children and adults like music and will not feel put out by implementing MMI. It is a great intervention to expand out of the special education classroom and into the home, playground, or music classroom. By expanding to other environments and other people, the special education teacher is increasing the likelihood for generalization. Table 2 provides steps for using MMI.

Table 1: Evidence-Based Music Mediated Interventions

Category	Intervention Description
Communication	Melodic Based Communication Therapy as alternative to traditional speech and language therapy for eliciting speech in nonverbal children with ASD (Sandiford et al., 2012). http://autismshow.org/melodic-based-communication-therapy/ Using improvisational activities in an outdoor music center ("Sound Hut") to improve meaningful play on the playground (Kern & Aldridge, 2006).
Social Skills	Participating in music programs based on Orff-Schulwerk pedagogy (music audiation, singing songs and chants, clapping, movement, dancing, special musical drama, working with instruments, and free and creative playing of instruments) (Ghasemtabar et al., 2015).
Transition	Using individually composed songs in morning routine/entry into classroom to ease anxiety during transitions (Kern et al., 2007b). Adding songs embedded in ongoing classroom routines as structural prompts to increase independence of hand washing, toileting, and cleaning up (Kern et al., 2007a).
Motor Development	Using music with lyrics to increase on-task behaviors in gross-motor setting (Dieringer et al., 2017). Rhythm based activities involving rhythm activities, dance, yoga, and play (Srinivasan et al., 2015).

Table 2: Steps to Implement Music Mediated Interventions

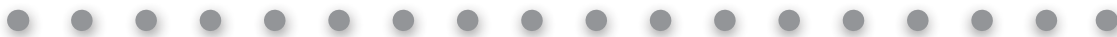
Step	Intervention Description
1. Identify target skill to teach	Using the IEP or assessment, identify a communication, social skill, transition skill, or motor development skill to target.
2. Align target skill with an evidence-based MMI	Choose the intervention that will best meet the need of the child in terms of skill addressed, ease of implementation, and resources available (including materials and staff).
3. Consult with Music Specialist	Discuss your target skill and intervention with the music educator to determine if the intervention is developmentally appropriate, if they have ideas for implementation, and if they have resources to assist.
4. Plan the intervention	Carefully plan the intervention step by step. This allows consistency if several people plan to implement the intervention. The step-by-step list can be utilized as a fidelity of implementation checklist.
5. Implement the intervention	Model the intervention for the implementors. Allow them to ask questions and practice. Once they understand the intervention, observe the implementors with the child and provide feedback using the implementation checklist described in step 4.
6. Monitor progress	Collect data on the acquisition of the skill(s) on a regular basis. If they child has mastered the skill, the target skill can be adapted or the intervention can be expanded to different settings. If the child is not making progress, meet with the music specialist and adapt the intervention.
7. Plan for generalization	Teach the parent to implement the intervention during play routines at home. Train peers in recess or play centers in the classroom to illicit and expand target skills.

Conclusion

Music is a life-long enjoyable skill for many including children with ASD. MMI allows the teacher and music educator to collaborate on teaching target skills in a natural environment while helping the child develop life-long leisure skills. MMIs are easily embedded into home and school environments. When thoughtfully planned and implemented, MMI can be a fun intervention to increase skills and reduce problem behaviors

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Editor's Note

Chris Denning

I hope you enjoyed this issue of DADD Express. We'll continue to present content in Express that focuses on intersectionalities between ASD, ID, and DD, and equity and diversity. Please reach out if you have ideas for content or would like to write for us.

Let me know if you'd like copies of recent Teacher's Corner or Legal Brief and EBP articles or look for them on the new DADD website - www.daddcec.com/.



Interested in writing for DADD Express? We are always soliciting articles for: Teachers' Corner, and our EBP and Legal Briefs sections. If you would like to contribute, please contact me with ideas or questions (christopher.denning@umb.edu).

DADD Website
www.daddcec.com

2022 Summer Symposium

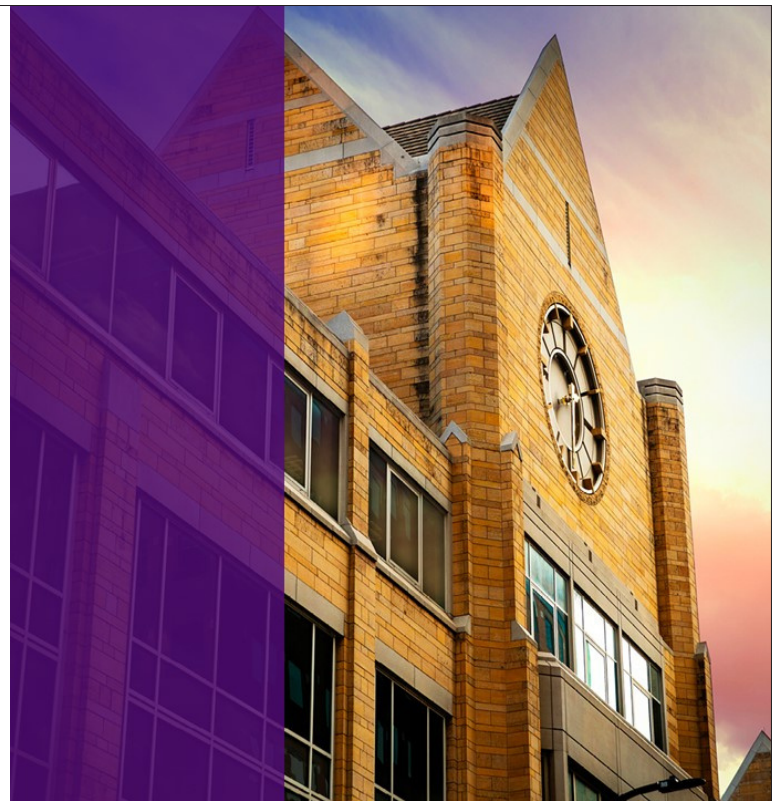
Evidence Based Practices for Students with Autism and EBD

August 2 - DADD

August 3 - DEBH

9:00 am - 3:30 pm

The symposium will be held live and virtually for attendees



School of Education



DADD
Division on Autism and Developmental Disabilities



This Summer Symposium features members of CEC's Division on Autism and Developmental Disabilities and Division for Emotional Behavioral Health.

There will be a keynote speaker and breakout sessions with an academic and a social emotional behavioral track each day.

DADD and DEBH will be partnering with the following organizations to provide this symposium.

- University of St Thomas
- Minnesota Department of Education (MDE)
- MN Council for Exceptional Children (MN CEC)
- MN Division of Emotional Behavioral Health (Formerly MN CCBD)
- Region 10
- Autism Society of Minnesota (AuSM)
- Minnesota Positive Behavior Support Network (MPBSN)
- Other Institutes of Higher Education

[**Register Now**](#)

Individual: Cost is \$30/day or \$50 for 2 days

Host Site: If you wish to host a site the cost is \$100/day to have participants at your site attend sessions virtually together. Organizations should not be sharing links to the session with virtual participants. This is about having an in person professional development experience together but not in Minneapolis at the conference site.

For more information contact llstansberry@stthomas.edu