

Universal Design for Learning for Inclusive Music Classrooms

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Indiana University, Jacobs School of Music
IVfME Webinar Series
North Carolina Music Educators Association
Fall 2024



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Music Education

Music Education for Students With Autism Spectrum Disorder in a Full-Inclusion Context

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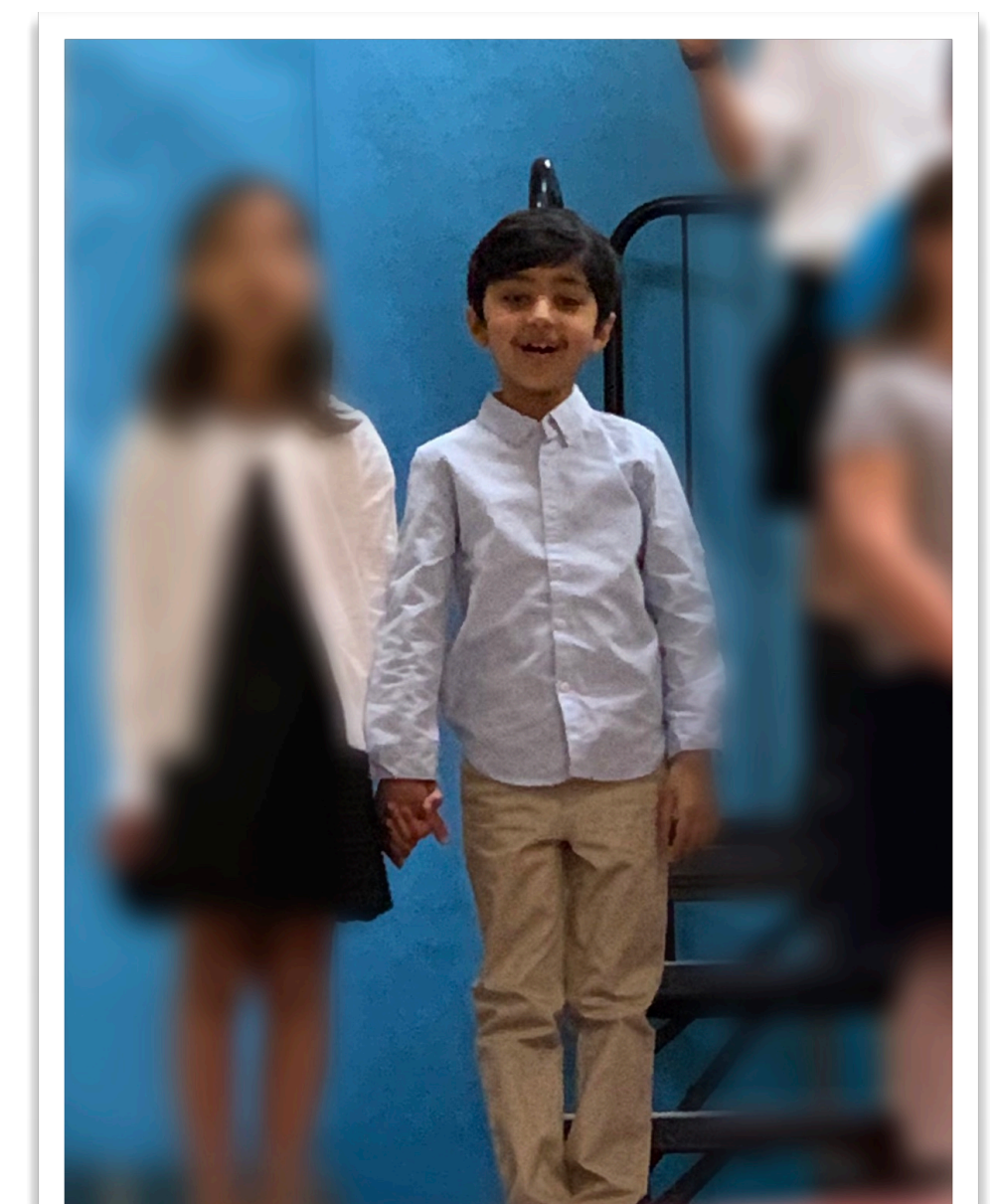
Amanda R. Draper¹ 

Abstract

The purpose of this multiple-case study was to explore the experiences of two students with autism spectrum disorder (ASD) in a full-inclusion music education context and how those experiences aligned with stakeholder perspectives regarding the role of music education for this population. Three themes emerged from the data: The Not-So-Atypical Benefits, A Focus on Strengths, and A Culture of Inclusivity. Factors related to the educators and school community had impact on these students' experiences and are further explored through the lens of an ethic of hospitality. Documenting educational practices and elucidating the beliefs of stakeholders (including music educators, the special education team, administration, and parents) regarding music education for students with ASD in an inclusion setting may offer insights into best practices while interrogating perceptions regarding unique benefits for this population.



Luke



Malik



Universal Design for Learning for ~~Inclusive~~ Expansive Music Classrooms

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- Why expansive music education?
- Models of Disability
- Disability Studies in Education (DSE; Connor et al., 2008)
- Universal Design for Learning 3.0 (UDL; CAST, 2024; Meyer et al., 2014)
- UDL in Music Education

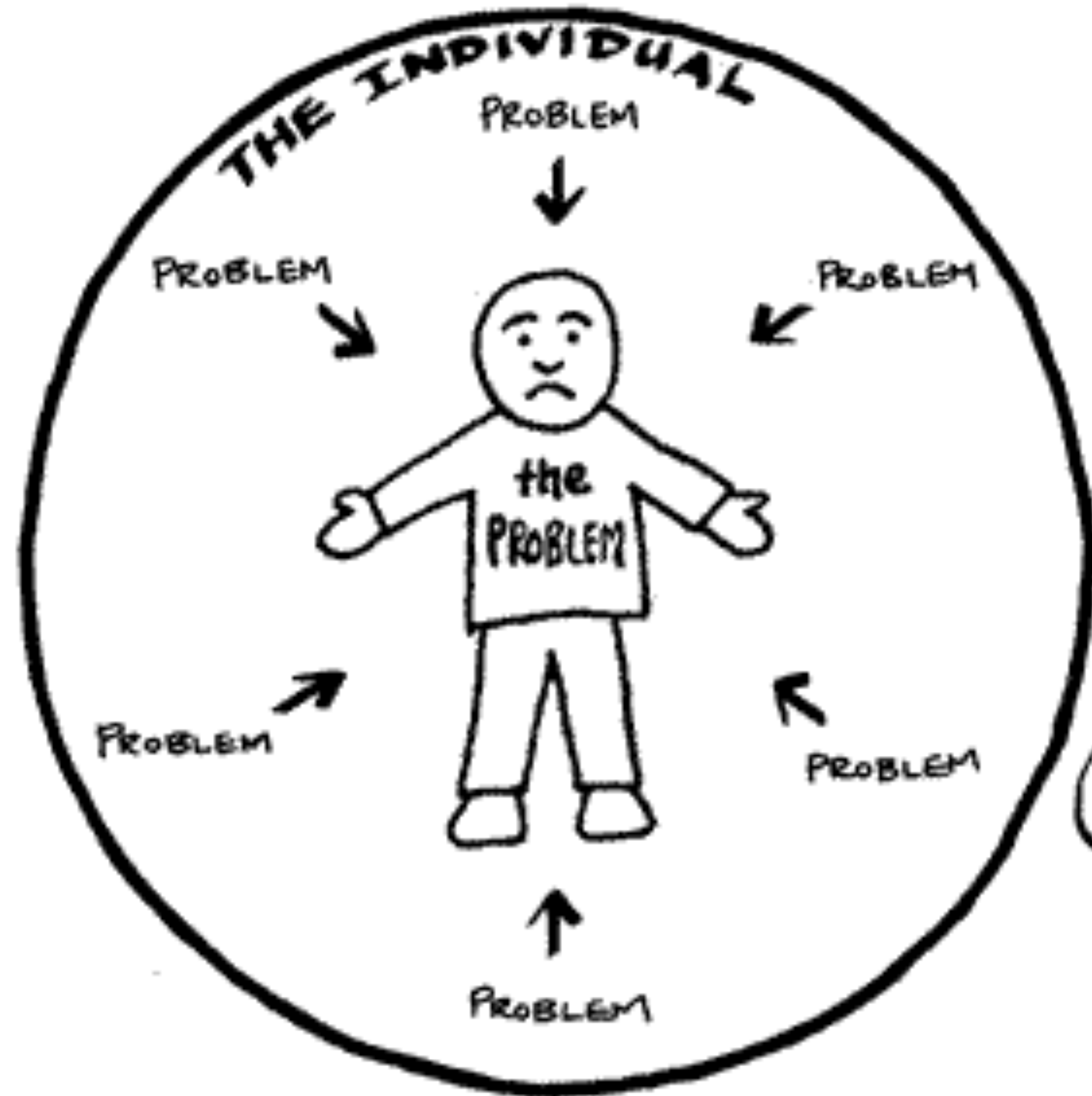


Who is music education for?

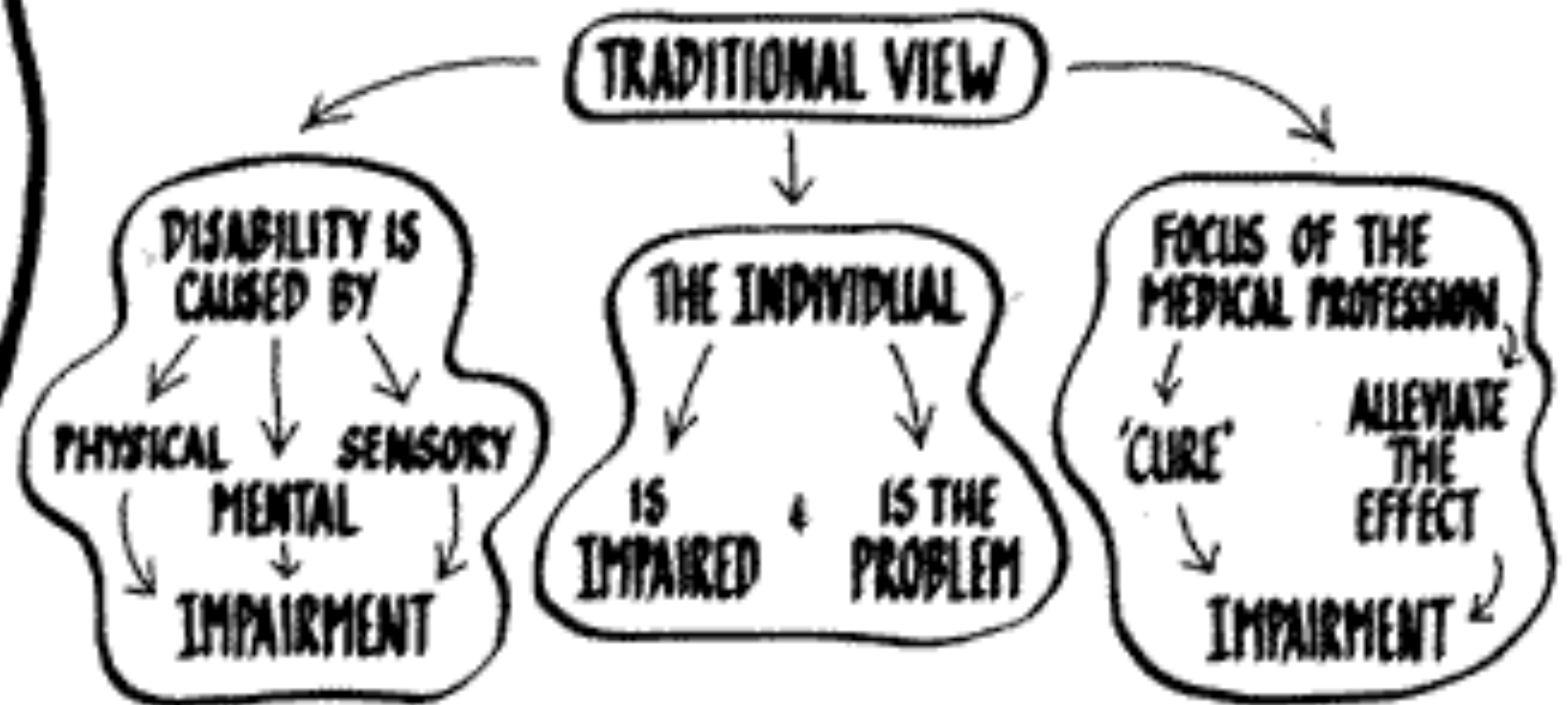
Who belongs in our musical communities?



THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS
OFTEN POSE REAL DIFFICULTIES BUT
- THEY ARE NOT THE MAIN PROBLEMS



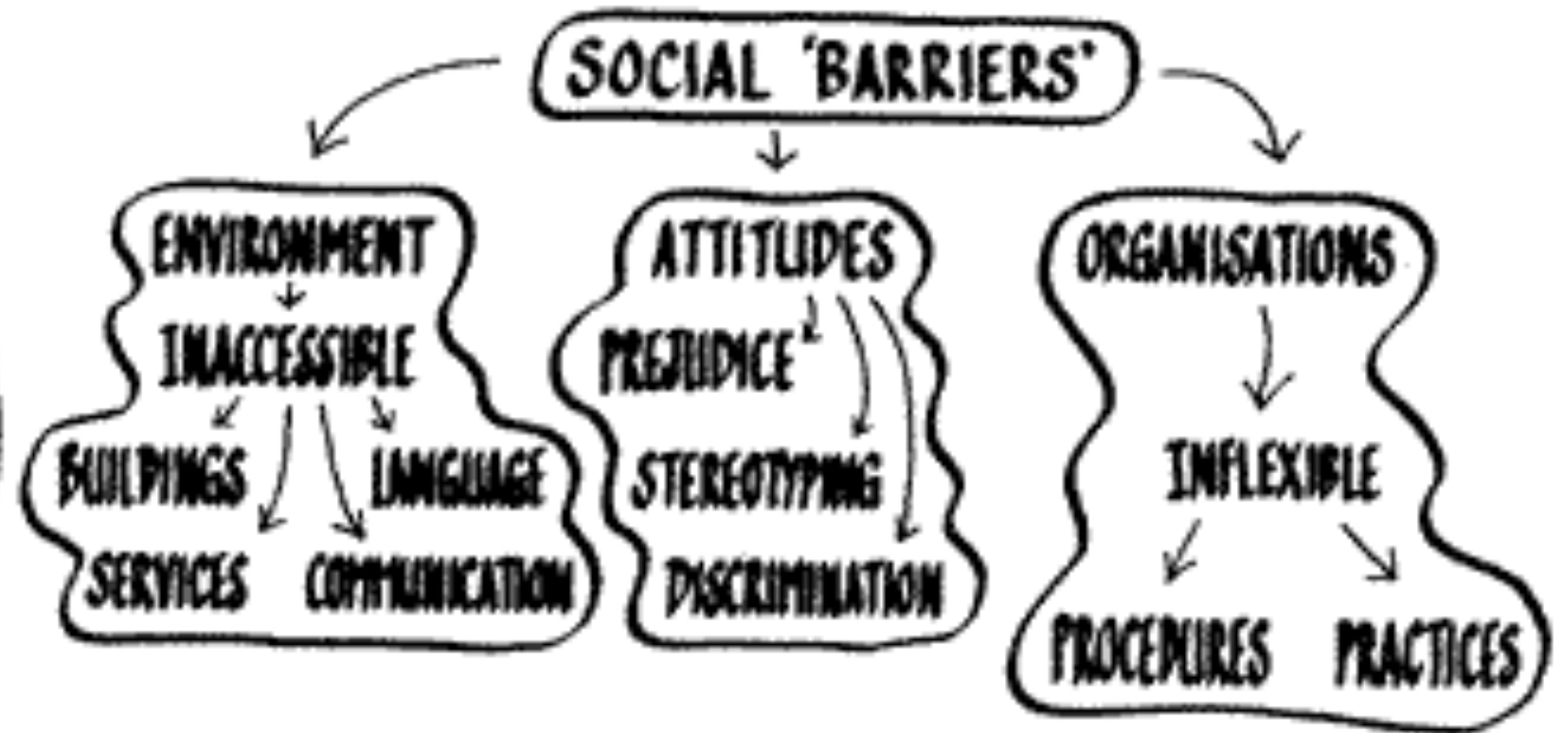
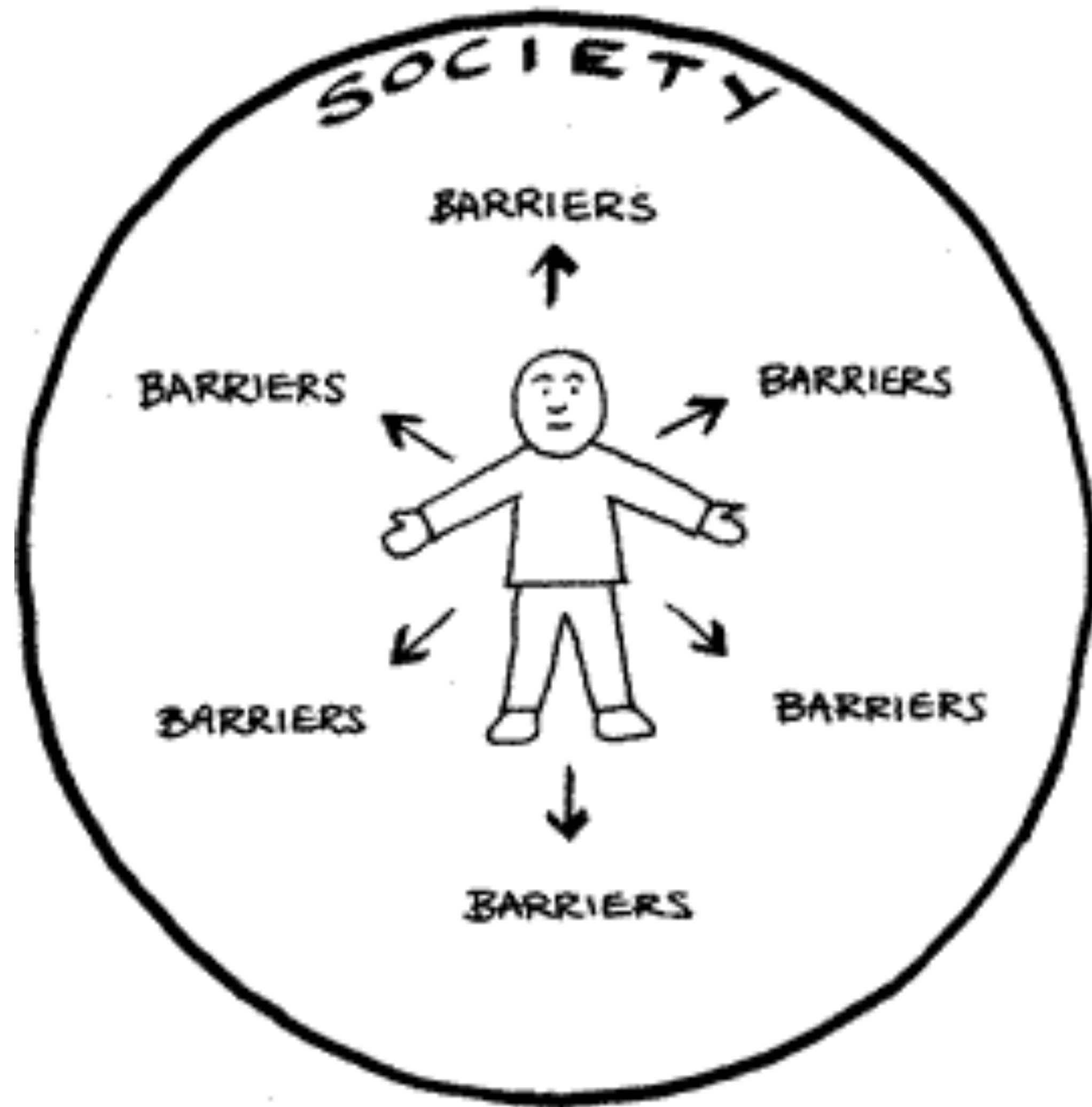
...a **permissible prejudice** that is
unacknowledged and considered acceptable in
society.

(Baglieri & Lalvani, 2020; Chodorow, 1999)



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THE SOCIAL MODEL OF DISABILITY



Disability Studies in Education (Connor et al., 2008, p. 448)

- Contextualize disability within political and social spheres;
- Privilege the interests, agendas, and voices of people labelled with disability/ disabled people;
- Promote social justice, equitable and inclusive educational opportunities, and full and meaningful access to all aspects of society for people labelled with disability/disabled people; and
- Assume competence and reject deficit models of disability.



Is “inclusive music education” something different than “music education?”

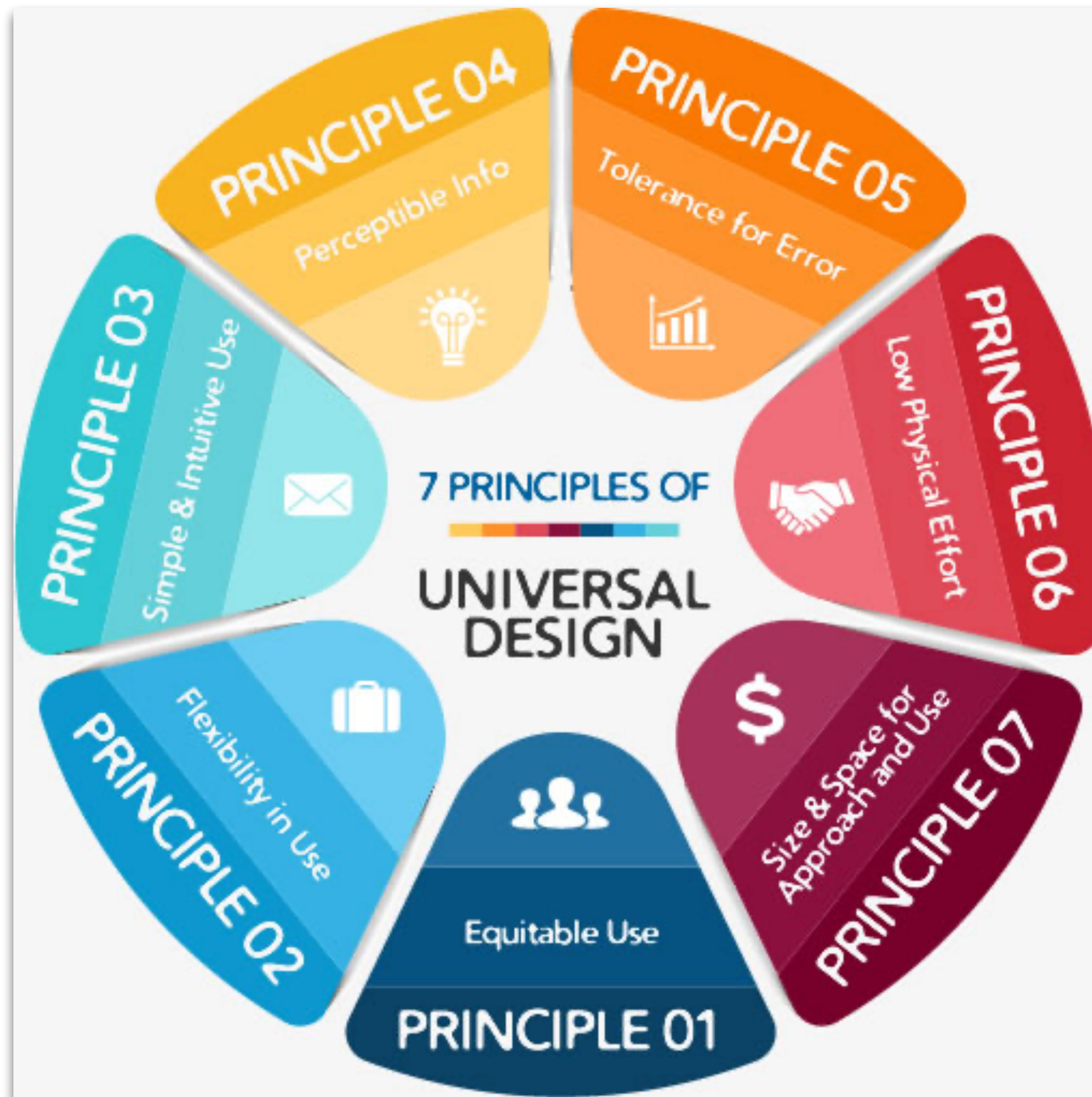
Is real music education only for those who can engage in typical ways?




“The term *inclusion* has been so frequently associated with children labeled disabled that its usage reifies taken-for-granted assumptions that **the ‘natural’ position of this group is one of dis-belonging.**”

(Baglieri et al., 2011, p. 2123)





(Center for Universal Design, 1997)

: <http://bijoumind.com/what-is-universal-design/>



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Universal Design for Learning in Music Education

Design Multiple Means of Engagement

“Why” of Learning.

What will make this activity interesting for my students?

- Vary the challenge and support, encourage choice, and guide student reflection to develop autonomy and self-regulation.

Design Multiple Means of Representation

“What” of learning.

How will my students take in this activity?

- Present musical instruction and experiences through multiple modes of enhanced perception.

Design Multiple Means of Action & Expression

“How” of learning.

How will my students participate in this activity?

- Provide opportunities for a variety of ways to physically and expressively respond.



Design Multiple Means of Engagement

*What will make this
activity interesting
for my students?*

Design options for...

- **Welcoming Interest & Identities**
- **Sustaining Effort & Persistence**
- **Emotional Capacity**



Design Multiple Means of Engagement

*What will make this
activity interesting
for my students?*

Welcoming Interests & Identities

- Optimize choice and autonomy
- Optimize relevance, value, and authenticity
- Nurture joy and play
- Address biases, threats, and distractions

Increase Access



Design Multiple Means of Engagement

*What will make this
activity interesting
for my students?*

Sustaining Effort and Persistence

- Clarify the meaning and purpose of goals
- Optimize challenge and support
- Foster collaboration, interdependence, and collective learning
- Foster belonging and community
- Offer action-oriented feedback

Support Learning



Design Multiple Means of Engagement

*What will make this
activity interesting
for my students?*

Emotional Capacity

- Recognize expectations, beliefs, and motivations
- Develop awareness of self and others
- Promote individual and collective reflection
- Cultivate empathy and restorative practices

Support Executive Functioning



Universal Design for Learning in Music Education

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Design Multiple Means of Representation

*How will my students
take in this activity?*

Design options for...

- **Perception**
- **Language & Symbols**
- **Building Knowledge**



Design Multiple Means of Representation

*How will my students
take in this activity?*

Perception

- Support opportunities to customize the display of information
- Support multiple ways to perceive information
- Represent a diversity of perspectives and identities in authentic ways

Increase Access



Design Multiple Means of Representation

*How will my students
take in this activity?*

Language and Symbols

- Clarify vocabulary, symbols, and language structures
- Support decoding of text, notation, and symbols
- Cultivate understanding and respect across language and dialects
- Address biases in the use of language and symbols
- Illustrate through multiple media

Support Learning



Design Multiple Means of Representation

*How will my students
take in this activity?*

Building Knowledge

- Connect prior knowledge to new learning
- Highlight and explore patterns, critical features, big ideas, and relationship
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization

Support Executive Functioning



Universal Design for Learning in Music Education

Design Multiple Means of Engagement

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Design Multiple Means of Action & Expression

“How” of learning.

How will my students participate in this activity?

- Provide opportunities for a variety of ways to physically and expressively respond.



Design Multiple Means of Action & Expression

*How will my students
participate in this
activity?*

Design options for...

- **Interaction**
- **Expression & Communication**
- **Strategy Development**



Design Multiple Means of Action & Expression

*How will my students
participate in this
activity?*

Interaction

- Vary and honor the methods for response, navigation, and movement
- Optimize access to accessible materials and assistive and accessible technologies and tools

Increase Access



Design Multiple Means of Action & Expression

*How will my students
participate in this
activity?*

Expression and Communication

- Use multiple media for communication
- Use multiple tools for construction, compositor, and creativity
- Build fluencies with graduated support for practice and performance
- Address biases related to modes of expression and communication

Support Learning



Design Multiple Means of Action & Expression

*How will my students
participate in this
activity?*

Strategy Development

- Set meaningful goals
- Anticipate and plan for challenges
- Organize information and resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices

Support Executive Functioning





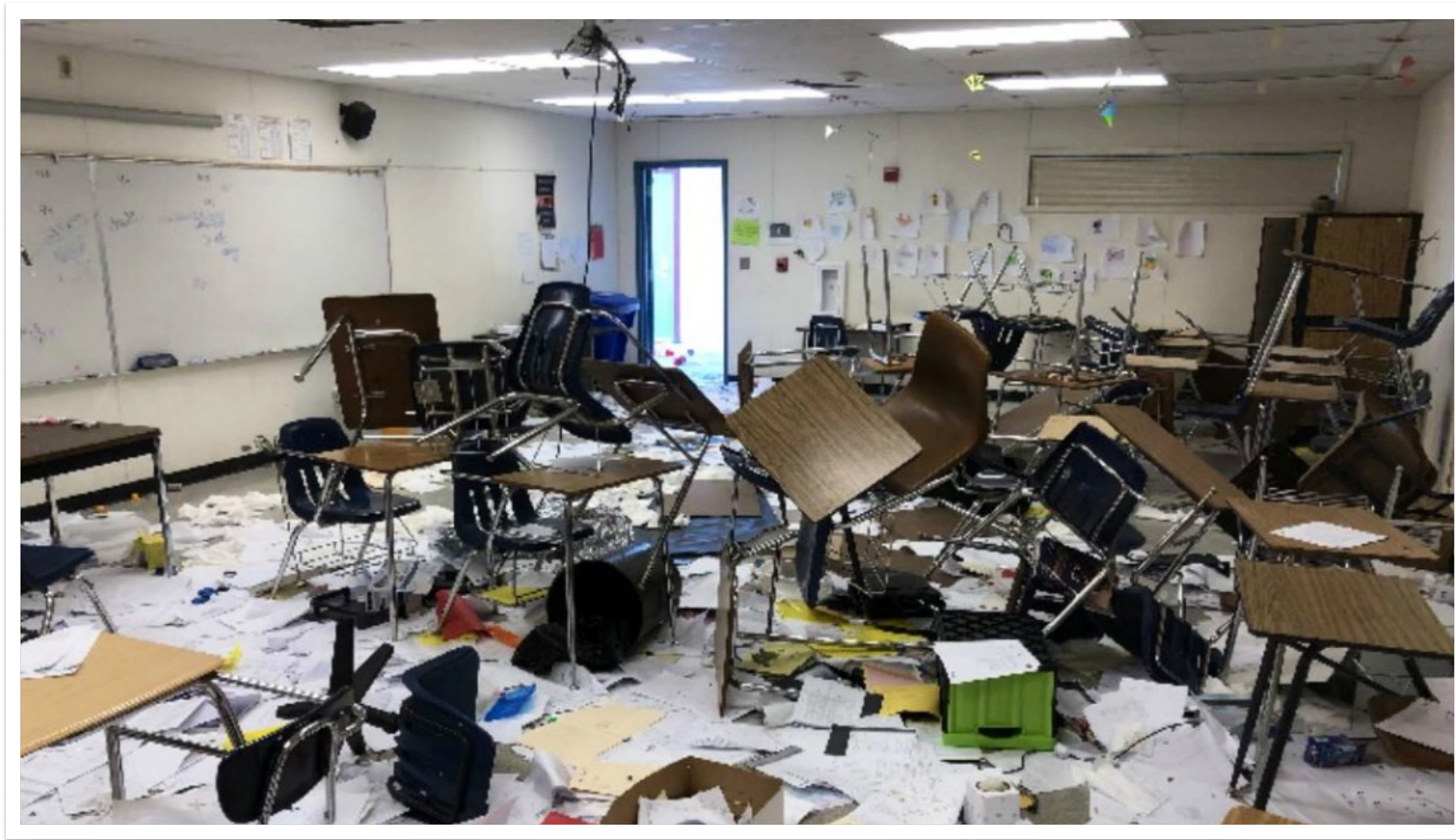
Why use UDL in Music?

- Acknowledges our classrooms can be disabling environments
- Reduces barriers for students without diagnoses
- Creates inclusive educational opportunities for ALL students
- Saves time!



UDL in Music Education

- Environment
- Materials
- Activities/Assignments
- Instruction



Where are the barriers in your space?



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UDL in Music Education

- Environment
- Materials
- Activities/Assignments
- Instruction



Materials

Multiple Means of
Engagement

Multiple Means of
Representation

- Representation matters!
- Variety, beyond text-based materials
- Provide accessible readings (text-based, not image-based PDFs)
- Provide captioned video resources
- Consider providing access to class notes or presentations
- Exercise caution with presentation software (font size, color contrast, sans serif font)

Sans Serif Fonts

For readers with visual impairments, dyslexia, or other learning disabilities, fonts with serifs have been found to be more challenging than those that are sans serif. (Gill Sans)

For readers with visual impairments, dyslexia, or other learning disabilities, fonts with serifs have been found to be more challenging than those that are sans serif. (Tahoma)

CHOOSE: Arial, Calibri, Century Gothic, Tahoma, Verdana

Serif Fonts

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For readers with visual impairments, dyslexia, or other learning disabilities, fonts with serifs have been found to be more challenging than those that are sans serif. (Luminari)

AVOID: Times New Roman, Georgia, Palatino, Noteworthy



Contrast

High Visability

Low Visability

Vibrates

<https://www.axiell.com/blog-post/accessibility-101-color-contrast/>



UDL in Music Education

- Environment
- Materials
- Activities/Assignments
- Instruction



Activities & Assignments

Multiple Means of
Engagement

Multiple Means of
Action & Expression

- Vary the challenge
- Cultivate self-assessment and reflection
- Encourage goal-setting (small/large goals)
- Consider ways to include flexibility and choice



UDL in Music Education

- Environment
- Materials
- Activities/Assignments
- Instruction



Instruction

Multiple Means of
Engagement

Multiple Means of
Representation

- Provide differentiation and instructional variety
- Provide multiple means of support
- Model coping behaviors (it's okay to fail!)
- Focus your feedback on mastery and language on ability

How might we create expansive music spaces?



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Expansive Music Education

- Use the Plus-One Approach (Tobin & Behling, 2018)
- Talk to your students with disabilities
- Representation of and experiences with Disabled musicians



Imagine our pedagogy

(Hess, 2023)



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Imagine our **expansive** pedagogy



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Universal Design for Learning for ~~Inclusive~~ Expansive Music Classrooms

Thank you!

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