
See Hear & Feel

Drum Table Activity Series

Student with Developmental
Disabilities & Autism

Introduction



Topic

Communication, Academic, Cognitive, Sensory Motor, Social

Skill Areas

Auditory perception, receptive language, expressive language, verbal communication, nonverbal communication, gross motor, sensory integration

Goals

1. Participants will learn about various aspects of the drum table and hardware.
2. Participants will begin interacting and processing sensory input.
3. Participants will process information and sensory input and then express reaction verbally and nonverbally

Objectives

As a result of this lesson participants will be able to:

1. Understand how to set up and adjust drum and stand
2. Understand how to interact with different sensory aspects of the drum: seeing, hearing and/or feeling
3. Begin exploring and talking about what they are hearing, feeling and seeing. (adaptable for participants with auditory and visual impairment)
4. Begin playing with mallets and hands on drum tables.

Materials

40" Remo Drum Table with Comfort Sound Technology and two (2) mallets per participant.

3" and 22" Drum Tables can be used with smaller groups or incorporating taking turns.

Drum Table Activity Series

Lesson 1 Video at:

comfoundsoundtechnology.com/lessons

Music Therapy

The clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program.

If you are working with or are a board-certified music therapist, download the Music Therapy Guideline that accompanies this lesson to explore deeper opportunities for your participant.

Helpful Resources

American Music Therapy Assn
(musictherapy.org)

The Comfort Sound
(comfortsoundtechnology.com)

Remo, Inc. (remo.com)

Credits

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Introduction

Have participants seated or standing in a circle around the drum with room to stand and move around. Have all materials ready. Activity can be done for 15 minutes or longer if needed.

Instructions:

Introduce activity. Provide simple clear instructions slowly. Model each activity and ask conformational listening questions.

1. Introduce the drum and Comfort Sound Technology. Consider that with some groups with limited verbal communication, simple nonverbal modeling may be the best approach. Begin by sitting in chairs with the drum. Begin playing the drum and encourage participants to lightly place their hands above the head. Encourage participants to feel and listen to the drum. Ask questions such as, "how does it feel? What does it sound like? Have participants then stand.
2. Show staff and participants how to raise drumhead to a standing position. Allow one participant at a time to sit under the drum. Ask participants questions about what they experienced.
3. Next begin playing the drum(s) and have participants lower their heads parallel to the drumhead. Show the participants how the drumhead moves (vibrates).
4. Give participants mallets and allow them to explore playing the drum and the many sensory features.

Development:

1. If available bring other drums (without Comfort Sound Technology) and demonstrate a comparison of the sounds.
2. Place a small ball, tambourine, sensory Koosh ball, hack sack, or light-up sensory ball on drum while playing.
3. Turn off lights or have participants take turns closing their eyes and observing what they hear and feel.
4. Incorporate other sensory items with the drum, light-up mallets, beads, string, etc.