



Drum Table Activities

Curriculum Guideline

Serving individuals and groups with moderate to profound developmental disabilities and autism

MUSIC EDUCATION - THERAPY - RECREATION

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For use with individuals with moderate to profound developmental disabilities and autism

Introduction

This curriculum and guideline was formulated by George Thompson, Performance Arts Director, TERI Inc, and Terri Wiener, MT-BC in collaboration with Remo, Inc. to provide constructive, stimulating and structured music education and therapeutic activities utilizing drums with Comfort Sound Technology™ for individuals/groups with moderate to profound developmental disabilities and autism.

Overview

Rationale

The purpose of this curriculum is to provide a printable, practical guideline for teachers, parents, therapists and other relevant persons for effective usage of activities presented in video series and lesson plans. The content and activities are designed specifically to include adaptive music education, music therapy (by a board-certified music therapist) and fun recreational music participation.

This multidisciplinary method provides well-rounded approaches that can be highly effective tools for working on: social skills, music and education goals, self-expression, behavior modification and self-confidence.

The videos are intended to provide a starting point for activities using the Drum Table with Comfort Sound Technology in homes with families or in schools with educators or direct care providers. For in-depth therapeutic applications, please contact the Certification Board for Music Therapy, to locate a board certified music therapist near you.

Vision

We envisage that in using this guideline, lesson plan activities, and instructional videos that each participant will be given the opportunity to develop their music/social skills and competencies to their full potential, appropriate to their age and ability in a safe and supportive environment.

Curriculum Goals

The Drum Table Activity Series can be used to promote and facilitate various areas of development both verbally and nonverbally. The videos and lessons provide engaging non-sequential activities that provide gradual and successful acquisition of social/intellectual and physical development through playing music.

The primary goal of this curriculum guideline is to provide effective strategies, guidelines, and resources to facilitate the delivery of these lessons. ([Appendix 1: Targeted Skill Areas](#), [Appendix 2: Keys to Success](#)).

Structure and Format

This flexible curriculum for the Drum Table with Comfort Sound Technology, highlights 3 disciplines:

- Music Therapy
- Music Education
- Recreational Music

Each discipline is represented in 10 non-sequential lesson plans/activities designed for classroom and home settings.

The curriculum is specifically developed to address 7 targeted skill areas (details [Appendix 1: Targeted Skill Areas](#)):

- Communication
- Academic
- Cognitive
- Sensorimotor
- Social/Emotional
- Performance
- Recreational

Each lesson will address 3 of the 7 skill areas to promote and facilitate various areas of development. All lessons are formatted to be downloaded and printed. All lessons are also demonstrated and discussed in accompanying video.

The curriculum is designed to be adaptive and modifiable to specific participants or group needs. As they progress through the lessons, participants will experience opportunities to refine and develop their skills, abilities, knowledge and appreciation in each section.

Physical Resources-Facilities

The 10 lessons can be offered in a music room, classroom or residential/home environment.

- Music Rooms – suitable for all groups especially more mobile or larger groups
- Class Rooms – used for smaller, less ambulatory groups, or schedule conflicts
- Residential or Private Family Homes – used for effective collaboration with schools or home-school settings

Equipment and Materials Needed

- Most lesson activities use 40", 30", and 22" Drum Tables with varying numbers of mallets.
- Some lesson developments require additional percussion items (i.e. -maracas, shakers, and hand drums)
- CD player
- Dry erase board or chalk board
- Paper and pencils/pens
- iPads
- Visual Cues/Mayer-Johnson Symbols

Approaches and Methodologies

The videos and lessons use a combination of the following approaches:

- Direct teaching approach
- Systematic instruction
- Guided discovery approach
- Integration
- Passive participation
- Peer tutors

The use of these methods will encourage maximum participation by the participant through group work, individual, pair, group play, and station teaching.

Structure of a lesson:

Warm Up ----- Main Activity ----- Cool Down Review/Development

Lesson format:

Lessons begin with a warm up and an introduction of activity. Then the targeted skill areas are defined and clear instructions for each step of the activity are given. Lessons build throughout the successive implementation of the activity. After completion the lesson is reviewed and possible developments are discussed.

Assessment and Record Keeping

Most assessments are done within the lesson by observing, listening, asking questions and giving feedback. Teachers, parents, or care providers will keep their own records of achievements.

Assessments can cover:

- Willingness to participate in activities
- Readiness to engage with a certain activity
- The level of competence in carrying out an activity
- Interest in and attitude about activity
- Willingness to cooperate in individual, pair and group activities

Assessment tools are:

- Instructor observation
- Instructor-designed tasks

Assessments can also be designed by instructors to monitor and evaluate progress in the targeting skill areas. These skill areas can very easily be adapted and incorporated for Individual Education Plan (IEP), Individual Transition Plan (ITP) or Individual Service Plan (ISP) goals.

Music Therapists use assessment to gain an understanding of the individual's current level of function (strengths and needs) while engaging in a variety of intentional and developmental music experiences. A Music Therapist would be administering that type of assessment and could modify activities (or interventions) to use in conjunction with music therapy goals. Music Therapy assessments can target areas of teacher goals as well as music therapy goals.

Multi-Class Teaching

Multi-class teaching is a facet of life. Instructors may adapt the curriculum and group participants, as they deem necessary to cater for the various levels in such classes.

Participants with Different Needs

It is important to acknowledge that each individual has particular needs and all are at different stages of their personal development. We also recognize that for some participation in certain strands of the curriculum may be problematic because of physical, intellectual or emotional difficulties. Every attempt should be made, often with the valued assistance of additional staff, to ensure that all participants experience the richness of the lessons. Please refer to [Appendix 2: Keys to Success](#) for additional strategies and suggestions.

Linkage and Integration

Every attempt should be made to link and integrate the various parts of these lessons with other subject areas where appropriate (e.g. IEP, ITP, ISP, Dance, Theatre, Art, and annual concert series) or to reinforce academic subjects, reinforcing Common Core Concepts or other state educational competencies & approaches.

Music Therapists often work in conjunction with other professionals and disciplines to coordinate treatment and have consistency in the client's/student's therapy process.

Evaluation

Means of assessing the outcomes of these lessons may include:

- Supervisor and Instructor feedback
- Participant's feedback regarding activity levels, enjoyment and skill development
- Second level Senior Management suggestions/ recommendations
- Family or Caregiver feedback regarding instruction or delivery difficulty

The criteria for evaluating the success of these lessons will be:

- The level of enjoyment exhibited by participants
- The maximum participation by all clients
- The development of targeted skills and understanding
- A balance between social and music activities
- A balance between active and passive activities
- The level of instructor satisfaction in teaching and delivering lessons
- A balance between group and individual activities

About Comfort Sound Technology

Comfort Sound Technology makes the use of rhythm-based techniques accessible for most clients, even many with significant sound sensitivity. Over two years of testing, participants with sound sensitivity preferred this sound and were willing to engage. During product trials a recurrent theme emerged. Participants with and without sound sensitivity wanted to play and many requested to sit under the drum while it was played. Teachers, therapists and caregivers reported it produced a calming effect on many students/clients with autism and was well received by an overwhelming majority of participants with a variety of physical and intellectual disabilities.

Implementation

Roles and Responsibilities

Your role, as an Instructor, is equal parts participant, facilitator, and observer; modeling activity and behavior, assisting clients, and observing their reactions. The instructor will coordinate the progress of the strategy, encourage and accept feedback on its implementation, and report to staff/families on findings. Each instructor is responsible for implementing this strategy with his/her own class.

The lessons should be monitored and reviewed by the staff/families throughout to reflect meaningfully on how well the lessons and equipment has been taught and received.

Teaching and Learning

Most of the teaching in the Drum Table Activities will be conducted in a classroom or in a family setting. Lessons are designed to be easily delivered by teachers, volunteers, interns, caregivers, family member and peer tutors.

When In Session

Music sessions are designed to be used for 10-45 minutes allowing five minutes for cleanup and transition. Session lengths can be abbreviated or developed depending on needs. When in session, remember to speak in slower hushed tones as much as possible and keep verbal directions simple and clear. This helps our participants to focus on the sounds at hand and also helps our clients observe and respond to non-verbal cues.

Helpful Reminders

- Participate, model, and have fun.
- Assist instructing with gentle hand over hand guidance when needed.

Music Therapy Disclaimer:

Music Therapy is the clinical and evidence based use of music interventions to accomplish individual goals within a therapeutic relationship by a credentialed professional. Music Therapists address physical, emotional, cognitive and social needs of individuals.

These lessons are designed to be used for education and/or recreational music. Therapeutic goals can be addressed within these lessons by a board-certified Music Therapist. Access to therapeutic augmentations of activities (interventions or tasks) will be made available to music therapists.

Music Therapists are graduates of colleges or universities with approved music therapy programs, take a national exam and receive their credential that is renewed via CEU'S or exam, every 5 years.

If you wish to find a board certified music therapist (MT-BC), please contact AMTA (American Music Therapy Association) at www.musictherapy.org or CBMT (Certification Board for Music Therapy) at www.cbmt.org

Activity Benefits

The Drum Table with Comfort Sound Technology allows for an unlimited medium for the development of education, therapeutic, and recreational activities. The Drum Table can be used with individuals, small groups and in cooperation with other drums. The activities can be adapted to serve even large groups of individuals, accommodating all skill levels, ages, and abilities. It provides an easily accessible, non-intimidating means to create music. Presenting participants with the opportunity to develop their music/social skills and competencies to their full potential. The table is so accessible; many individuals begin playing without instruction or facilitation.

How Instructors and Students Benefit from Drum Activities

Using the Drum Table and the 10 Drum Table activities can facilitate social, intellectual, and physical development for many participants.

Participant Benefits May Include:

1. To promote physical, social, emotional, creative and intellectual development.
2. To develop positive music creation and expression.
3. To help in the acquisition of an appropriate range of movement skills in a variety of contexts.
4. To promote understanding and knowledge of the various aspects of music.
5. To develop an appreciation of movement and music as well as the use of the body as an instrument of expression and creativity.
6. To promote enjoyment of, and positive attitudes towards, music and creative expression.
7. To feel and express steady beat, move in various ways and with objects, explore the singing voice, and develop melody.

Instructor Benefits May Include:

1. Gain awareness about music creation and expression.
2. Learn about rhythm and basic elements of music.
3. Have fun making and listening to music.
4. Learn how to integrate music in the classroom and home setting.
5. Develop ideas and resources to use music in other classroom curriculum.
6. Increase usage of music and movement as a medium to build rapport and communication avenues with students.
7. Increase linkage and integration to IEP, ITP or ISP goals in the classroom and at home.

Activities

Introduction: See, Feel & Hear

- 1. Phrase and Form**
- 2. Play and Pass Counting**
- 3. Play and Pass Rhythm**
- 4. Play and Sing**
- 5. Dynamics and Temp**
- 6. Play Along**
- 7. Making it Rain**
- 8. Rumble in the Jungle**
- 9. XOXO**

Appendix 1

Targeted Skill Areas

The Drum Table with Comfort Sound Technology™ can be used to promote and facilitate various areas of development both verbally and nonverbally. Areas that can be addressed include:

Communication Skills

Auditory perception: Ability to perceive and respond to auditory signals and sound sources.

Receptive language: Ability to understand and follow language and directions.

Expressive language: Being able to put thoughts or feelings into words and speech.

Initiating eye contact: Actively creating face-to-face social interactions.

Verbal communication: Use of words, sounds, speaking, and language in an act of conveying messages, ideas or feelings.

Nonverbal communication: Process of receiving visual cues from body language (kinesics) paralanguage, touch, spacial awareness (proxemics) and eye contact (Oculesics: subcategory of kinesics that studies eye related nonverbal communication).

Academic Skills

Math and pre-math: Counting, adding, subtracting, and identifying and repeating patterns.

Musical: Differentiate volume, tempo, and dynamics. Identify and use beat, rhythm and melody.

Other: Symbolic, color, and object identification and recognition. Storytelling and language arts.

Cognitive Skills

Sequencing: Understand and execute steps in a task.

Memory: Retain and process information and directions.

Attention span: Concentrate on tasks and focus for appropriate lengths of time with becoming distracted.

Sensorimotor Skills

Gross motor: Control or enhance large muscle group and whole body motor development movements.

Fine motor: Control or enhance small muscle groups such as grasp and finger dexterity.

Sensory integration: Incorporate the use of multiple senses to increase awareness and cognitive connections.

Social/Emotional Skills

Expressing emotion: Identify, understand and properly respond to and express emotions.

Turn-taking: Patiently follow socially appropriate expectations for listening, observing others and waiting to take a turn at a specific task.

Teamwork: Working with others to achieve a goal while demonstrating patience, helpfulness, leading and following skills.

Impulse control: Maintain self-control and socially appropriate behavior.

Self-esteem: Develop self-confidence, self-awareness and acceptance of others.

Performance/Recreational Skills

Imagination/Improvisation: Form new ideas while learning new skills and techniques.

Relaxation: Create or restore a state of wellbeing free of anxiety or tension.

Music appreciation: Listen and appreciate qualities of different types of music for use as a creative tool, relaxation and entertainment.

Performance: Utilize new skills in a public presentation for entertainment, demonstration or teaching.

Appendix 2

Keys to Success

Working With Students with Developmental Disability and Autism

Control the Environment

Ideally, try to find a consistent dedicated space to hold structured music groups. Preferably a room with limited potential distractions and control over lighting and temperature. Be aware, prepared, and sensitive to possible distractions such as the room's sound environment (how the sound interacts in the room: whether the room reflects or absorbs sounds) as well as doors and windows. Different aspects of the environment can be crucial in the success of a music group.

- Consider sensory needs: vision, hearing, touch and smell
- Seated or standing
- Seating away from noises (e.g., lights, street, hall, computers)
- Use carrel/screens
- Seated with back to windows or doors
- Change lighting (light on desk, back to window)

Know Your Students

Take time to get to know your students and make a point to become informed about their diagnosis, family history, important life changes, and even how their day is going. Knowledge about students can limit unexpected behavioral problems, enhance their response to different activities, and provide a more positive experience for them.

Plan Activities

Using a well-planned curriculum with flexible lesson plan activities and consistent overarching themes provides a great platform for effective classes and new skill acquisition. When planning your lessons take time to review the goals, objectives, and skill areas before and after each session. Be prepared to modify and adapt activities during lessons as many variables can dramatically shape or change group dynamics and individual participation at any moment. Have alternative activities prepared and be ready to improvise at anytime. Review lessons after each session and modify appropriately.

TIP: Consistent format, time frame, and repetitive reinforcement can aid students in learning new skills.

Expectations

Be nondiscriminatory with your expectations. Expect success for all of your students and never underestimate their ability to learn. Even if a student has repeatedly refused to participate or has had difficulties learning a new skill, keep trying and remain positive. Things are always changing. Different medications, living arrangements, sleeping habits, schedules, group members, methods of demonstration or the demonstrator, even a new song can make people come to life. Creatively search for the keys to connect and unlock the potential abilities within the disability.

Positive Reinforcement

Members of this population are constantly confronted by all the things they cannot do well. Continual and specific positive praise and reinforcement can transform and inspire individuals giving them the confidence to participate and learn new things. Celebrate every success, even small ones, by offering specific praise (i.e. “great job passing the mallets and making eye contact”). Genuine personal praise can give confidence and inspire students to keep trying.

Directions

Keep directions clear, slow, and simple. Use non-verbal cues and communication devices such as iPads and Mayer Johnson symbols as much as possible. Cognitive and verbal abilities can make multistep processes difficult. Make directions as simple as possible with few words. Demonstrate and practice each step before moving on. Make the pace of instruction and progress of lesson student driven. Do not worry about completing lessons, focus on the social interaction and skill acquisitions in small manageable pieces over a longer consistent period of time.

Believe in yourself! Let’s get started!

ADDITIONAL RESOURCES AVAILABLE AT:

www.comfortsoundtechnology.com

www.remo.com