Your Name: Alexis Johnson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name:

Grade range:􏰀 3rd Grade

Music Educator: 􏰀

Special Educator(s)/Paraprofessionals Contact information:􏰁 Unknown

Does the child have a full-time paraprofessional with them at all times? Yes

* How does the paraprofessional assist with instruction?

She helps the student walk

She assists the student so she could participate in all the activities that the rest of the class was doing (dancing, playing mallet instruments, etc.)

What additional support might the paraprofessional provide?  How do other students interact with this student (assist, socially engage, avoid, etc.)?  Does the student appear to have a social group or a friend? How do you know?  Physical arrangement of classroom (e.g., centers; desks in rows):

The teacher was good about making the student feel comfortable, while also treating her the same as everyone else. However, I don’t know if it was the class we observed was different then it usually is but none of the other students seemed to interact with her, or make any effort to talk to her. Again, I couldn’t really tell if she had a friend group because she seemed to be by herself the entire class

Instructional goals and techniques articulated by the music educator:

The educator’s goal this class was to do a lot of work for the concert coming up in two weeks. Each grade puts on a concert, and so this lesson was focused on working on logistics and songs that are included in the concert.

Instructional goals and techniques observed:

The instructor used call and response, repeat after me for the songs in the show. She used kinesthetic moves, and singing to help students review certain solfege and rhythms.

Instructional adaptations, accommodations, or modifications articulated by the special educator or music educator:

Instructional adaptations, accommodations, or modifications observed:

There weren’t many accommodations, the instructor gave the student the same instruments as other people were using. The only thing that was different was that the student wasn’t able to stand on the risers when they were singing, so they gave her a chair by the risers so they could still sit and participate just like everyone else.

Types of learning groups observed (e.g., skill-specific or heterogeneous):

I believe this lesson was more skill-specific.

Additional Ideas:

Towards the end of the lesson, the students were having trouble paying attention, they were risers and most of the students couldn’t stand still.

She used only Pentatonic Scales when she wrote mallet parts for the song, or when they would sing a song.