# EIU National Association for Music Education

# Meeting Minutes

January 17, 2017

1. Call to order

President Belle Moushon called to order the meeting of the EIU National Association for Music Education Collegiate Chapter at 7:04 pm on January 17, 2016.

1. Officer Reports
2. Secretary:
   1. Christian Band needs a player!
3. Treasurer:
   1. Bake sale!
   2. We need food. If no one brings food, then we can’t sell anything.
   3. Must be wrapped and sealed- plastic wrapped plates, bags for small groups.
   4. NOTHING REFRIGERATED!
   5. Bring cash next week!
   6. Jazz Festival
      1. 10th & 11th
      2. We need workers and guides.
      3. You can get observation OR service hours per activity.
4. Vice-President:
   1. Photoshoot, April 8th?
      1. May find a different day.
      2. Info- pricing.
      3. Needs basic info
      4. Open to faculty
5. President:
   1. Greeting
   2. IMEC Recap.
   3. We are hosting next year’s IMEC!
   4. Officer Elections- 4th meeting of the semester.
      1. Must be at the meeting.
      2. Short speech.
      3. Next year is going to be a big year!
6. Topic: Special learners, Katrina Fitzpatrick
7. Initial questions?
   1. Many special needs-
      1. Autism
      2. Vision
      3. Deafness
      4. Etc.
8. General Q’s
   1. Autistic, Seniors in High School
      1. Initially did not appear they would succeed in band (5th/6th grade)
      2. Time is required.
      3. Set up a structure, and give them time to adjust, and pick up good habits.
   2. First year’s helpful tactics
      1. Writing in the books and music
      2. There is a lot to focus on- this limits the need to focus to important select items.
   3. Vision impaired students.
   4. Socially Impaired students
      1. Let them feel they have a safe place, and someone they can work with.
9. Cooperating teachers
   1. You should have an RTI cooperating teacher (especially for severe issues)
   2. Work with the rules.
10. Case study Question 1
    1. Blind student with Cochlear implant
    2. He thought he sounded good, but he was having difficulty.
       1. Challenging to assist, as the student can’t see their embouchure
       2. For continuing success, the student has to be invested in in depth work on getting the natural buzz.
    3. Solution 1: Lots of mouthpiece work.
    4. Solution 2: Instrument transfer- either one he can hear better, or percussion, as it has tactile elements.
11. Cast study Question 2
    1. Attention Deficit?
    2. Keep things routine, clear, and moving quickly
    3. Keep things going, if necessary use a metronome.
    4. The metronome helps you gauge how much time you have- for example doing something new every six counts.
    5. Student sample: Couldn’t pay attention, never knew what the teacher had just said.
    6. ANSWER: Repeat basic instruction, loud and clear.
12. Major issues?
    1. Nothing catastrophic.
    2. But some players have had to be moved around (i.e. a clarinet) that needed to be moved to the outside of the group.
    3. At contests, just put in a note about this for the judges.
    4. As far as anything catastrophic happening, most do well once ready to perform.
    5. Set them up to succeed- put them on a part that’s doubled.
    6. Instrument choice… don’t put them on a high risk instrument.
13. Would you encourage special needs to go into choir, or band?
    1. Not necessarily… its more based what you have to work with (help, band assistant, etc.)
    2. Sometimes, if it is a “safer space”
    3. Instruments that are overtly difficult to play should be avoided, if possible.
    4. Get to know the kid- every kid is different.
14. What if students still have dyslexia after 7th grade?
    1. Use support material
       1. Such as Tenuto (ear training app)
       2. Before they get the horns out, they have to get 40 points.
       3. On IPads.
       4. Can take 2 minutes, can take 10 minutes.
       5. Use Standards of Excellence
       6. They may take 10 minutes to get the points, but it will save 10 minutes of lessons, and it will be more efficient use of time.
       7. Staff Wars
          1. Blasting notes as they cross the screen!
          2. Alto clef for orchestra.
       8. Band Assistants “Band-Aides”
15. How do students react to joining band in a new school?
    1. Students who went to school together adjust quickly.
    2. Students who did not take time.
    3. Generally, they get along better by the time they reach High School.
    4. Generally, it is O.K.
16. The highest current score of Staff Wars 136.
17. How would you teach a student with a visual impairment in Marching Band
    1. Usually, there is either an assistant that can help guide them.
    2. From there, it is good technique and style.
    3. Getting the 8-5 and points of the field.
    4. Tactile gestures- 100% understanding and digestive of the count structure.
    5. Good mental projection of the field, that way the know their relative position both to the audience, and other players.
    6. Not something you can do alone very effectively- you need an assistant.
18. Do you ever use any physical activities to help students with ADHD.
    1. The met is going constantly- there is not much rest
    2. Breathing Gym
    3. DCI exercises- Taking time to breathe
    4. Good for everything (i.e. upset over failing a quiz)
19. Percussionist observation- the student was a little slow, so the teacher would cue him. Do you have suggestions?
    1. The metronome can help (i.e. Dr. Beat)
    2. Room with a projector- tonal energy, analysis on projector.
    3. Seeing the pulse going by can solve the problem right there.
    4. Doubling- a bit of a cop out, but it just helps with security and success.
    5. Use your projector!
20. IEP meeting
    1. You are welcome to attend meetings.
    2. Most of the time you are invited because Band is their sole motivation in school, and thus your opinion counts.
    3. Usually, Academics first, and then how can you help to propel the student forward.
21. Non special needs questions?
    1. Have you had any awesome experiences with special needs students where they shine?
    2. Right now, Senior at Morton- started out is a major issue- principal would routinely have to be called in because he would accuse everyone of everything. Now he’s in three bands and going to a national honor band.
    3. Student- took forever to take lessons, but when he did, progress was spectacular.
22. Does the school offer you a lot of opportunities to get professional development hours?
    1. Midwest things
    2. Ball State activities
    3. ILMEA
    4. Paid to get your masters. You don’t get a raise, but it doesn’t cost you anything.
23. Contact information:
    1. [Kitrina.Fitzpatrick@mcusd709.org](mailto:Kitrina.Fitzpatrick@mcusd709.org)
    2. (309)-264-5268
24. Final Thoughts
    1. Student with disability, band manager (with opportunities to perform)
    2. Let them be part of the group, but didn’t hinder the ensemble
    3. Bright paper to help focus, plastic bells on wrists.
    4. We tend to think of students with special needs, but sometimes we forget that gifted students fall into this category as well.
    5. We also tend to underestimate what special needs kids are capable of. They can shine, they just need the opportunity.
    6. In schools where marching band is required, sometimes all the special needs students get sent to the front ensemble or pit, which may help make things easier, but is rather horrible. As and an educator, don’t isolate your students this way!
    7. Dr. Hile had a student who was completely blind-had a buddy who would put him back in step
    8. Ask for help
    9. IEP students are required to have services.
25. Adjournment

Announcements:

President Belle Moushon adjourned the meeting at 8:00 pm.

Respectfully Submitted,

Joseph Goldstein, Secretary of the EIU NAfME Collegiate Chapter