

EMBEDDING RESEARCH EVIDENCE IN A PARTNERSHIP PROJECT:

Effective delivery of music programmes to children and young people with special educational needs

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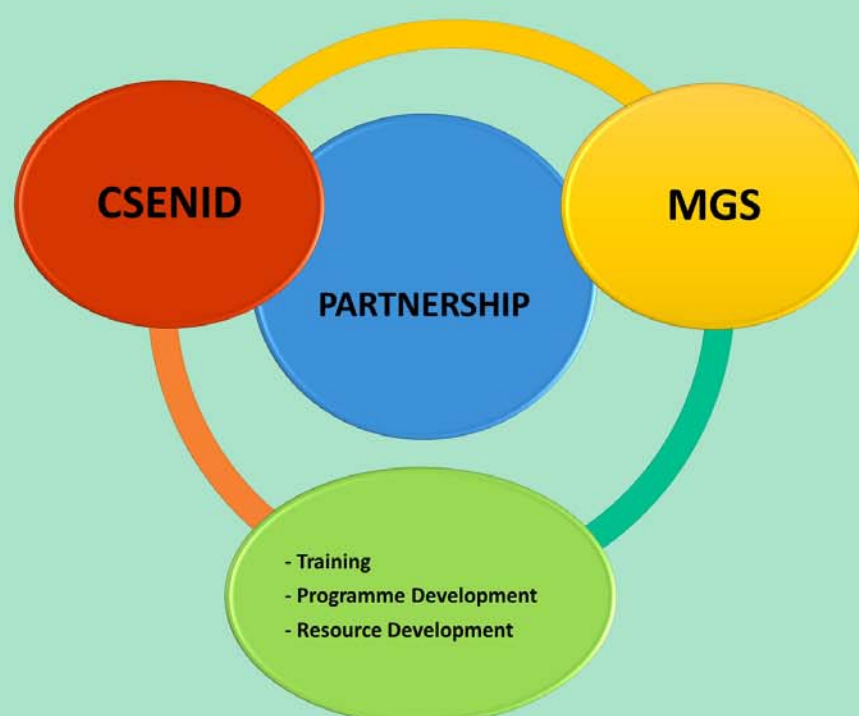
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Inclusion refers to the right of all people to be fully involved in all aspects of community life. It is not a concept that refers to education alone but reflects a desire of a society to respect the human rights of all (UNESCO, 2008).

Music Generation Sligo (MGS) provides choice of access to performance music education services for children and young people in schools, summer camps and community settings in Sligo. The rise in the number of children and young people with Special Educational Needs (SEN) accessing Music Generation Sligo sessions has challenged the musicians to meet the needs of all.

The Centre for Special Educational Needs, Inclusion and Diversity (CSENID) at St. Angela's College provides quality in-service teacher education and continuing professional development programmes in the area of SEN for teachers and other professionals in a variety of educational settings. CSENID has a strong research focus striving to undertake high quality research contributing to the development and enhancement of education policy and practice in the area of SEN, inclusion and diversity both nationally and internationally.

MGS and CSENID have established an innovative Research, Training & Programming Partnership with regard to the delivery of music programmes to children and young people with SEN with an initial focus on students with Autism. This builds on the complementary strengths of both organisations and provides opportunities to develop mutually beneficial relationships.



TRAINING

- 2 day training of MGS tutors
- 10 week support of adapted programme in Autism specific classes
- Formalised formative feedback
- Midway reflection and planning
- CPD for teachers

PROGRAMME DEVELOPMENT

- Differentiation of the current programme to meet the needs of pupils with autism for inclusion
- Development of new programme to meet needs of pupils in autism specific classes

RESOURCE DEVELOPMENT

- Handbook to support the music educator including the pupil with Autism in Music classes

Literature

Daly, P., Greenwood, M. & O'Byrne, A. (2010) *Student teachers' perceptions of their competence to meet the needs of pupils with Autistic Spectrum Disorder in mainstream primary schools*. [Online] (<http://scotens.org/site/wp-content/uploads/Student-Perceptions-2010.pdf>) (Accessed 23 November 2015)

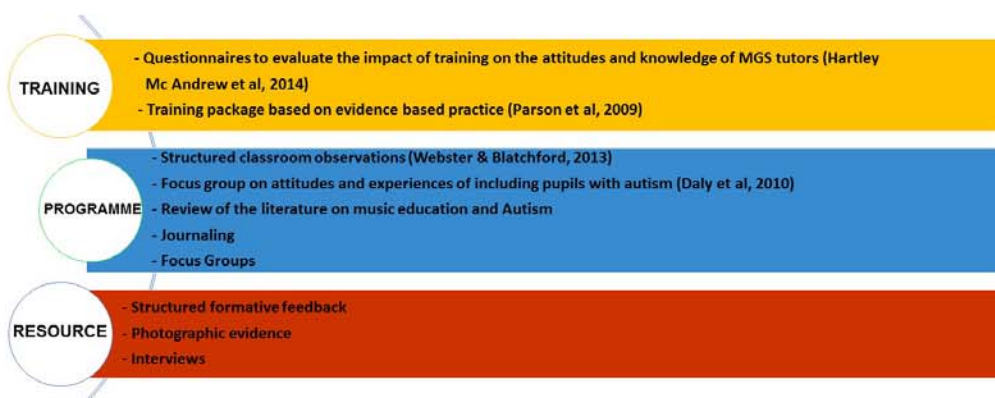
Hartley-McAndrew, M., Ralabate Doody, K. & Mertz, J. (2014) Knowledge of Autism Spectrum Disorders in Potential First-Contact Professionals. *North American Journal of Medical Sciences*. 7(3):97-102

Parsons, S., Guldberg, K., MacLeod, K., Jones, G., Prunty, A. & Balfe, T. (2009) *International review of the literature of evidence of best practice provision in the education of persons with Autistic Spectrum Disorders*. Trim: National Council for Special Education.

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Webster, R. & Blatchford, P. (2013) *The Making a Statement project final report: A study of the teaching and support experienced by pupils with a statement of special educational needs in mainstream primary schools*. London: University of London

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