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RAISE YOUR SONG, NOT YOUR VOICE: CONSTRUCTING A POSITIVE CLIMATE AND INCLUSIVE CURRICULUM WITHIN THE MUSIC CLASSROOM



PRICE, ERIN E.
BOSTON STATE UNIVERSITY
MASTER OF MUSIC CANDIDATE

Ms. Erin E. Price
Master of Music Candidate
Boston University.

Raise Your Song, Not Your Voice: Constructing a Positive Climate and Inclusive Curriculum within the Music Classroom

Synopsis:

This presentation will offer insights into the world of “specials” in special education through the eyes of a general music teacher serving a population of severely emotionally disturbed students. Attendees will learn to uplift their students even when correcting target behaviors, develop lessons that are uniquely interdisciplinary, and will be provided with ideas to help increase student performance opportunities, regardless of level of musical or intellectual ability.

Raise Your Song, Not Your Voice:

Constructing a Positive Climate and Inclusive Curriculum within the Music Classroom

Henry Wadsworth Longfellow once stated, “Music is the universal language of mankind.” If this is the case, is it not our responsibility to offer all students, especially those who are struggling with mental and behavioral health issues, every possible opportunity to use music to find their voice? Transcending global, cultural, and trauma-induced barriers, the music classroom can become a safe-haven for students of all kinds. Our duty as educators is to positively ensure student success through interventions and supports designed to uplift, not weigh down, the beautiful and broad tessitura of our students’ songs.

This presentation will offer insights into the world of “specials” in special education through the eyes of a general music teacher who currently develops the K-8 music curriculum for an Approved Private School, serving both community and residential treatment students with severe emotional behavioral disorders. After discussing effective implementation of Positive Behavior Interventions and Supports in the special education setting, participants will learn how to effectively structure a curriculum that maximizes student interest, confidence, and success in general education and alternative education settings.

Attendees will learn to uplift their students even when correcting “problem” or “target” behaviors, develop lessons that are uniquely interdisciplinary, and will be provided with ideas to help increase student performance and participation opportunities, regardless of level of musical or intellectual ability.

Erin Price, B.M. Music Education-Voice, is a Master of Music in Music Education candidate at Boston University (anticipated 2017) and magna cum laude graduate of West Chester University of Pennsylvania. During her collegiate career, Ms. Price studied voice with Medea Namoradze-Ruhadze (Shenandoah Conservatory at Shenandoah University) and Dr. Stephen Ng (West Chester University of Pennsylvania). During her time at West Chester University, she was the 2013 Honor Soloist and a 2014 Concerto Competition Winner. Ms. Price was also a proud member of the West Chester University Concert Choir under the direction of Dr. David P. DeVenney from 2012-2014. An up and coming leader, Ms. Price was named Who's Who Among Students in American Colleges and Universities, and was awarded the 2014 Keggereis Scholarship by the ACDA Eastern Division. Ms. Price currently serves as a principal vocalist for the Brandywine Philharmonic Orchestra and as the Music Director and K-8 General Music Teacher at Silver-Springs Martin Luther School, an approved private school in Plymouth Meeting, Pennsylvania, which serves community and residential treatment students with severe emotional behavioral disorders.