



# The AMASE Project



**Adapting Music for Achievement in Special Education**

# OUR MISSION



**Guitars in the Classroom is dedicated to providing musical access for all children and expanding the role of music in public education.**



# WHAT WE DO

**We support academic, social and emotional learning at school:**

- **Free training for classroom teachers to make, lead and create music.**
- **Supply teachers with free leadership musical instruments and tools.**
- **Help teachers develop effective and creative ways to integrate music into lessons for literacy and all subjects across the elementary curriculum.**
- **Support teachers with free coaching.**
- **Adapt music instruction for students with mild to severe special needs as well as students with every learning style.**



# GITC STATS



- Trained and equipped over **1000** teachers in San Diego County to lead music in over **100** schools over the past **10** years
- Brought music making to more than **90,000** students free of charge by providing teaching artists and music volunteers
- Provided free and reduced cost resources for musical instruments
- Improved literacy, academic and social-emotional learning for Tk-8 students
- Ran adaptive music trainings for special educators and specialists
- Made learning music a reality for at risk children and challenged learners

# MUSIC BUILDS LITERACY

- Music holds a key to building language fluency, especially important for students learning English.
- Playing the steady beat builds literacy skills in early readers
- Clapping in time parallels literacy and calls upon overlapping neural mechanisms
- The more students sing, the more they practice language!

[http://www.brainvolts.northwestern.edu/documents/Bonacina\\_nyas\\_NSM](http://www.brainvolts.northwestern.edu/documents/Bonacina_nyas_NSM)

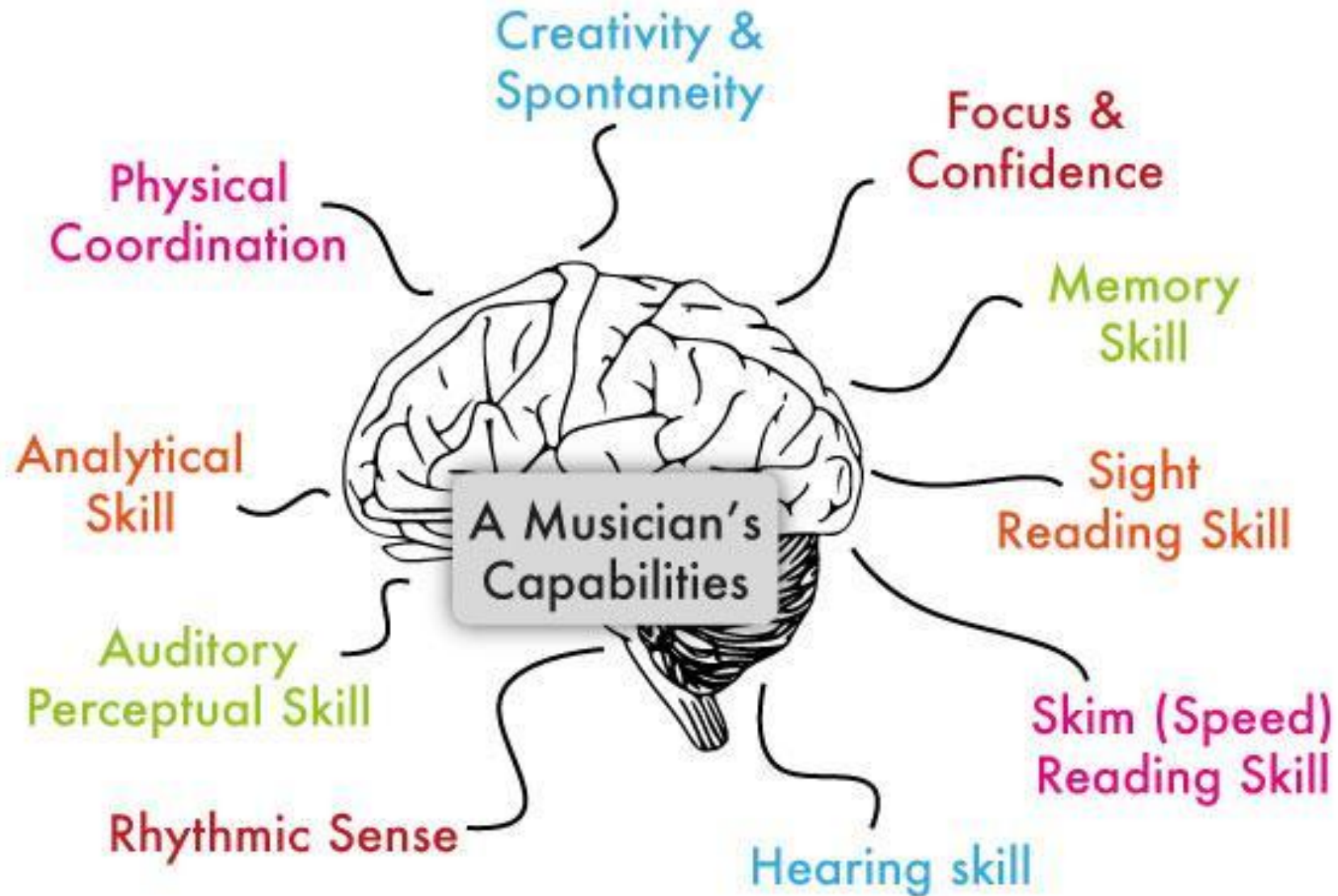
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# THE CHALLENGE

- **A student's most crucial time to learn language and develop grade level proficiency is before the end of 3rd grade.**
- **Tk-3 music has been decreased to 9 week rotations or cut from most of our school districts.**
- **Students with special needs only experience making music with a visiting music therapist.**

# WHY THE AMASE PROJECT?



# RHYTHM AND MELODY HELP SpEd LEARNING

## ➤ Students with Special Needs -

Making music helps students with limiting medical conditions connect with others, access their innate abilities, and express themselves successfully.

## ➤ Students with Physical and Cognitive Challenges -

Playing a steady beat rhythm gives students a predictable pattern they can identify, follow and learn to regulate their muscle control, overcoming confusion and spastic rigidity.

## ➤ Students with Low Verbal Skills and Sensory Challenges -

Playing a rhythm sets up an even and predictable sound pattern that serves as a framework for acquiring verbal language and is also calming.

Music holds a key to building language fluency, especially important for students learning English.

(decoding)

spa- ghe- tti

versus

spa-ghe-tti

(syllabic emphasis)

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# MUSIC IN THE SpEd CLASSROOM

- **Sets a positive tone for the day**
- **Helps teachers make classroom transitions safe and successful**
- **Addresses emerging social-emotional and academic needs**
- **Spotlights student successes**
- **Boosts total student engagement in all learning and classroom activities**
- **Unifies the class as a supportive and high functioning community**



# TEIF'S STORY



**Teif has profound cerebral palsy. She arrived in the U.S. from Syria after years in a refugee camp. Her parents registered Teif for school for the first time at 8 years old.**

**Teif came to the GITC lab school in rough shape. She had never spoken, sung, or been able to control her movements.**

**Her teacher, Val Simons, had already been training with GITC for three years. For Teif, Val adapted a uke with a traction pad and taught Teif to strum with a special thumb pick.**

**When Teif began to make music the sounds woke her up and made her smile and squeal with joy!**

**Teif is now ambulating, strumming and singing with the other kids at school.**

# TEIF'S BREAKTHROUGH MOMENT



# AMASE'S COMPREHENSIVE APPROACH

- Two sequential SpEd Adaptive Music training conferences for 45 already-engaged San Diego teachers of mainstream, mild-mod or mod-severe students.
- 3 Pilot Project Schools
- 9 Monthly GITC Project PLC Meetings
- 9 Multi-week Gradual-Release Classroom Co-Teaching Residencies
- 16 weekly regional GITC Faculty Classes (opt.)
- SDCOE Assessment





# GEORGE MORRISETTE



**This is George Morrisette, a student in our lab at Wegeforth Elementary in Serra Mesa. His GITC intervention teacher is Desiree Cera. Desiree also trains teachers for GITC after school and will be a coach and teaching artist in the AMASE Project.**

# FY 18-19 Program Budget

Cash Income	<b>\$59,000</b>
SD County Program Expenses	
Teacher Training Courses	<b>\$21,100</b>
Artist Residencies	<b>\$40,900</b>
SpEd	<b>\$11,000</b>
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Funds still needed for FY 18-19	<b>\$21,500</b>



# **GITC'S KEY SUPPORTERS**

## **OUR FOUNDATIONS INCLUDE:**

**NAMM Foundation  
Nordson Foundation  
D'Addario Foundation  
Aria Foundation and Bonnie Raitt  
California Arts Council  
Coastal Community Foundation  
CMFA Foundation  
GAMA Foundation  
Guacamole Fund and Jackson Browne  
Guitar Center Music Foundation  
Music For Life Alliance  
Qualcomm Charitable Giving  
Vanguard Donor Advised Funds**

## **OUR SPONSORS INCLUDE:**

**Acoustic Guitar Magazine  
Alvarez Guitars  
D'Addario Strings  
Dunlop Manufacturing  
Kala Brand Music Co.  
Korg Education  
Godin Guitars  
Kyser Capos  
Levy's Leather Straps  
Martin & Co.  
REMO Percussion  
Rock-Tips Liquid Callus Protection  
TKL Cases**

# OUR VISION

**Our vision is to make San Diego County the home of adaptive music training for special educators around the country. We want to give teachers from anywhere a chance to come to San Diego to learn from our outstanding SpEd leaders and become empowered to bring the music back home.**





# Volunteer Opportunities Abound!

**Volunteers join us at GITC events and many also develop a special role with GITC such as:**

- **Artistic Angels**
- **A/V Angels**
- **Classroom Music Angels**
- **Event/Concert Angels**
- **Instrument Angels**
- **IT Angels**
- **Photo & Video Angels**



GITC Classroom Music Angel  
Eric VanBuhler (pictured right) assists  
first grade teacher Kim Smith to lead  
music each week at  
Dewey Elementary School  
in Point Loma

# GOT QUESTIONS?



Please visit us at <https://www.guitarsintheclassroom.org>