PEARLS OF WISDOM

autism today

Help you need now

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9 ESSENTIAL CALMING TIPS FOR NEURODIVERSE STUDENTS

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1. USE ROUTINES WITH LESSON PLANS!

Be prepared with structured, crystal-clear plans to decrease power struggles so you aren't caught in the middle of a melt down. Children and teens that are autistic and neurodiverse need routine and structure. Be proactive and structure minded even if you're not. Choose words carefully and sparingly as autistic children are very literal and are concrete thinkers.

2. CHANGE THE ENVIRONMENT RATHER THAN THE STUDENT

Look around you. Is there anything in your physical environment such as location, furniture, color, lighting, sound, clothing that may be disruptive to an autistic or neurodiverse person? People on the spectrum can be extremely sensitive to sensory conditions so keep this in mind in order to enjoy a better quality of life for you both.

3. FOLLOW THROUGH WITH FOLLOW UP

Use the routines and rules you set in motion and then make sure they are working. Autistic and neurodiverse students will respond well to rules and routines and learn where the boundaries are when you follow-up, as they think in concrete rather than abstract terms. They also learn well from natural consequences. Like everybody, they may need to be reminded so follow up is key.

9 ESSENTIAL CALMING TIPS FOR NEURODIVERSE STUDENTS

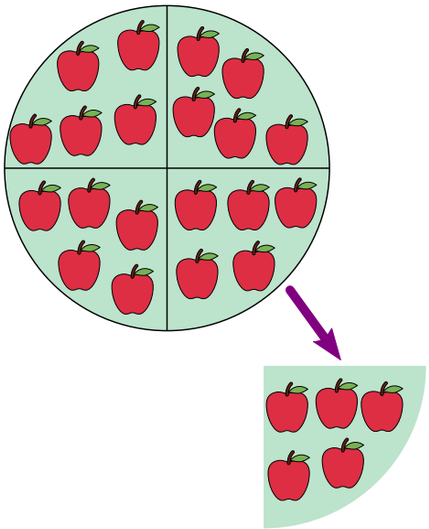
4. GROUND YOUR STUDENTS, WITH GROUND RULES!

Keep your credibility and your word with your students with ground rules. Though it's hard at times, stick-to-it-ive-ness is your key to long-term success. Autistic and neurodiverse students enjoy being grounded and being in time-outs due to their self-focused nature so be careful they aren't being rewarded by having the opportunity to go on their own too often. Use masterful logic and reason and don't let them break you down and get you to give in to taking them out of social settings.

5. NEGOTIATION IS FOR EVERYONE, STUDENTS TOO!

When creating rules for your students, do so with them, not just for them. This way they will buy into the process and will be more likely to cooperate. Rules are great for neurodiverse and autistic students as they help them stay anchored. They will also surprise you many times with their comprehension of what is going on. Even if they are non-verbal or communicate in whatever is their preferred method, this does not mean they are not understanding what is going on!

6. BREAK TASKS INTO SMALLER SIZED CHUNKS



If you overwhelm neurodiverse and autistic students, it's no wonder they fight back. By breaking down tasks into manageable-sized chunks you are ensuring their success, raising their self-esteem, and enabling their sense of accomplishment. The more they have mastery over their environment the better they will feel about themselves. Start small then work your way up.

When working with autistic people, life skills are extremely important to integrate as soon as possible. Social stories and visual cues can be quite helpful as a reminder. You can place pictures and or text in a place they normally see so they can easily access this information. It's also good to put words next to pictures so they can learn to associate the meaning with the image.

9 ESSENTIAL CALMING TIPS FOR NEURODIVERSE STUDENTS

7. GIVE STUDENTS THE CONDUCTORS ROLE

Let them be in charge of their responsibilities even though you may want to take over responsibility as it may seem easier at the time, but keep in mind, you may end up doing the same task for them when they are over 20!

They can be rather convincing, nonetheless, hang in there. You can balance your decision to give the responsibility back to them by maintaining a supportive and caring attitude rather than being tough on them

8. WATCH OUT FOR SHINY OBJECTS

Neurodiverse and autistic students sometimes have attention and distraction issues. Pay attention to particular lights, sounds, colors, objects, and yes, even personalities. Some things you never could have imagined can set them off! By reading the room and also between the lines you might see or experience things that you never would have previously by trying to put yourself in their shoes.

9. WE'RE ALL THE SAME INSIDE

Remember, at the core of every human being, we are all the same. That is beings of love, light happiness, and joy. Regardless of our abilities, we should seek as teachers to understand our students for who they are and focus on their unique gifts, strengths, and talents so that we can help to bring those out. Our uniqueness is what brings music and dimension to our world. After all, that's why we are all drawn to music so let's embrace the harmony and the melody.

SIMMONS 10 AUTISM RELATIONSHIP TIPS

SIMMONS 10 AUTISM RELATIONSHIPS TIPS

TAKE HOME TOOLKIT FOR PARENTS AND PROFESSIONALS TO FACILITATE POSITIVE RELATIONSHIP DEVELOPMENT FOR THOSE WITH AUTISM SPECTRUM DISORDERS.

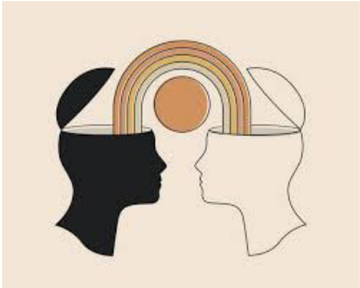
1. "GET" THE LABEL

Also get past the label drama which serves us all by offering a way to help people better understand what's going on and ultimately support differences not discriminate against them. It's not the label that's the problem, rather, the fear of the unknown and preconceived notions with the label. We must understand the challenges facing autism which are first communication and sensory challenges which result in social skill deficits and behavioral challenges.

Because people on the spectrum can be very literal, don't take what they say personally. Remember to watch for lighting and uncomfortable clothing as it may cause miscommunication. Understand their lack of ability to process and express themselves. Also teach them to co-regulate emotionally, physically, and intellectually.

3. ENHANCE EMPATHY

Tune into empathy, not sympathy. If you can get inside the heads of others like those with autism, parents, and teachers you will help a great deal. Try to put yourself in their shoes and imagine what they may be thinking or feeling. They also have difficulties understanding, expressing, and showing emotions which can be confusing.



3. COMMUNICATION FOR COMMUNITY

Help to carefully bridge relationships between peers and those with autism. This is an intuitive process so be careful of boundaries. Try hooking up with a "peer coach" Reach into who they truly are and help to pull them out. Get them to volunteer, sign up for an acting class, or try to find others who have something in common. By building, nourishing, and enhancing young relationships with peers, employers, family, and community the fabric of humanity is enhanced.

SIMMONS 10 AUTISM RELATIONSHIPS TIPS

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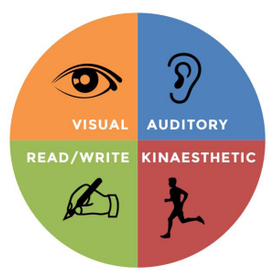
4. SHARE THE KNOWLEDGE

Raise awareness and understanding of autism and the issues surrounding it. Typically they may have issues around what is safe and what isn't and because of their literal way they can perceived as being blunt and offensive in what they say and do. Educate peers, teachers, family and community members.

5. REMEMBER, LEARNING STYLES

All people learn in different ways. Whether they process their world through sight, sound or touch determines the quality of their communication. Since generally people with autism are visual learners it is important to communicate with pictures and words.



6. SCRIPTING FOR SUCSESS

Because people with autism are typically visual, it is useful to write down what you want to communicate, which can be very simple steps at first, so they clearly understand. This can be as simple as explaining the proper way to relate to friends in a directors script.

7. UNDERSTAND "THE BOX"

The "box" is the family unit surrounding the person with autism which lives day in and day out with autism. Many times they either get into denial or have spousal challenges. The outside of the box, teachers, in-laws, and others don't "live" it and may not understand the many dynamics. Whether inside or outside the family "box" its important to understand that the family is a complete entity in itself. Keep an open mind and treat both sides of the box equally.

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8. TEAMWORK WORKS

Be a team player. While working together for the common goal of helping a person with autism build relationships be sure to have parents, educators and professionals on the same page. It doesn't help the person if the support team cant agree. Always choose your battles carefully.

9. EXUDE EMPOWERMEN

Stand back and empower them to be who they are, not hovering or smothering them. It can be hard to let go, however it serves them the most if you trust them beyond your expectations. They know much more than we give them credit for. This also helps their self-esteem building for they learn to be as independent as possible or positively interdependent

10. ALL ABOUT THEM

More important than anything. It is all about them, not our egos, personalities or lack of understanding. Never loose sight of the reason for the season. Our people on the spectrum. Bring them in as team player. After all its about them. Don't be afraid of what the kids know, be afraid of what they don't know.

5 TIPS FOR INTEGRATE FITNESS FOR CHILDREN WITH ASD

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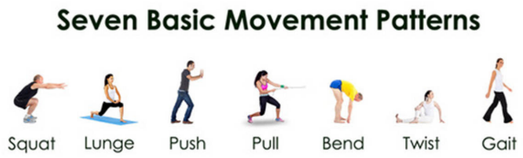
Movement can be aversive for some children with autism. Be sure to use plenty of behavior-specific praise and pair new activities with other known reinforcers (music, access to favorite activities, etc.)



Exercise programs should incorporate the 7 foundational movement patterns: Pushing, Pulling, Rotation, Bending/Squatting, and Locomotion (from point A to point B), etc...

Physical activity is best when generalized or performed in a variety of environments including the home, outdoors, and classroom

Rather than a single session every couple of days, children greatly benefit from exercise and movement spread throughout the day for shorter (5-20 minute durations)

Prompting or guiding a child through the movement pattern helps to facilitate faster mastery or the ability to perform the movement independently. It also enables the activity to be learned properly. Too much verbal input "No, not that way..." or "Right hand out, you know, your RIGHT hand" can be confusing and hindering to the learning process.

BONUS TIP

If you engage in a more active lifestyle at home and exercise regularly or include it in the classroom, children will have greater access and exposure to fitness.

Eric Chessen, M.S., YCS, is the Founder of Autism Fitness: Wellness Strategies for the Young Autism Population. More information is available by visiting www.AUTISMFITNESS.com or his blog, www.ERICCHESSEN.com

KEYS TO THE TREASURE CHEST

KEYS TO THE TREASURE CHEST

UNLOCKING THE TOOLS TO AUTISM UNDERSTANDING

After an Autism diagnosis, now what? Five Important Tips:

1. Don't panic - autism is manageable. Maintain hope and keep your eyes on the prize!.

2. Find a developmental pediatrician who specializes in autism for educational referrals and appropriate services.

3. Get an appointment with a doc that understands and treats autism.

4. Find local and online autism support groups and educate yourself about autism. You are your child's best advocate

5. Pace yourself financially, and check into insurance and government options for coverage of various treatments and plans.

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HOW TO PLAN A PREFECT PARTY

HOW TO PLAN A PERFECT PARTY

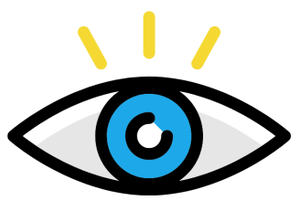
RECOGNIZE AUTISM'S SENSORY, COMMUNICATION, AND PHYSICAL CHALLENGES. IMAGINE A GAME WITH SENSORY OVERLOAD TO EMPATHIZE WITH AUTISTIC CHILDREN.

1. IN LOVER

Get your child with autism involved so they will know what to expect right from the very beginning. This way they can choose the colors theylike, the party favours they want and the people they'd like to invite.

2. VISUAL PREPARATION

Kids with autism are very visual. Write out a little story, or if your child doesn't read yet, put together a series of pictures or drawings to show what will happen the very day of the party step by step. This way they will know what to expect and can plan it in their own minds. Surprises are not fun for kids on the autism spectrum.



3. OVERCOMING FEAR

I used this technique when convincing Jonny to get on a plane one time when he was deathly afraid to. By writing down what was going to happen, I learned that his real fear wasn't of ying, rather, that the plane would blow up due to explosives. He had been watching too many scary TV shows then. When I changed the script to read that everyone would go through security so there would be no "concealed weapons" he got on the plane no problem.

4. ACCEPTANCE

While you are inviting your child's friends, be sure to encourage the other children's parents not to be afraid of inviting your child just because he's dierent. Autism needs to be understood,not feared, and it's our job as parents to help this happen.

HOW TO PLAN A PERFECT PARTY

RECOGNIZE AUTISM'S SENSORY, COMMUNICATION, AND PHYSICAL CHALLENGES. IMAGINE A GAME WITH SENSORY OVERLOAD TO EMPATHIZE WITH AUTISTIC CHILDREN.

5. EMPATHY

Help to educate party playmates prior to and during the party. It's through empathy, not sympathy that we begin to understand children with autism and their condition. It would be a good idea to print something about autism in the party invitation so kids know what to expect.

HERE IS AN EXAMPLE:

Dear Party Friend,

Your friend, Jonny, has a condition called autism (aw-tis-em). He's a great kid and may be very interested (and good) at art, music or computers.

He sometimes acts dierent than you but his actions are nothing to be afraid of.

He may not look at you but that doesn't mean he doesn't see you out of the corner of his eye. It's nothing personal against you. He may seem far away or spin in circles or may not even talk to you but that doesn't mean he doesn't care or want to be your friend. Keep trying to nd things in common with him and you will get to know a really great kid.

Sincerely, Jonny's Mom"

HOW TO PLAN A PERFECT PARTY

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While making the invitation plans, be surenot to invite too many kids as it would most likely be too much stimulation.

Make sure the party favours are not the loud, (in your face) type and that they don't make unexpected sounds. Kids with autism often times are very sensitive to sound.

While making the invitation plans, be sure not to invite too many kids as it would most likely be too much stimulation.

Have you ever gone through the experience of waiting for someone to pick you as a teammate and you were the last kid picked? I know I have and it wasn't fun. When kids have social challenges to start with, it is never a good idea to do activities where teams are picked one child at a time. The child whether they have autism or not might feel left out and be worried that they won't be chosen.

In addition to kids with autism, many children face challenges around allergies these days. It's a good idea to have sugar, wheat, dairy and peanut free choices for you will have a much calmer party and everybody
will have something to munch on. Besides, who says you can't break the norm by saying good-bye to traditional birthday cake and ice cream.

Make your plans around any physical activity or games something the children can do by themselves or as a group. Group activities often can be intimidating at the best of times for children with autism. Social interactions are also very challenging.

It can be hard for kids to stay "in the moment" in any given social situation, especially when there's not much feedback from the other child. In this case, you can help the regular kids engage with the child with autism by nding a common ground for them to share.

Find a great strength the child with autism has to focus on and play it up. By doing so you will help his or her light shine and builds their self esteem. Maybe she likes to draw.Build the party around drawing. Perhaps he loves lining uptrains. Expand his common interest and engaging games for the other kids so they can play with him...with his trains. The ideas you can come up with are endless.

HOW TO PLAN A PREFECT PARTY

RECOGNIZE AUTISM'S SENSORY, COMMUNICATION, AND PHYSICAL CHALLENGES. IMAGINE A GAME WITH SENSORY OVERLOAD TO EMPATHIZE WITH AUTISTIC CHILDREN.

When my son, Jonny was diagnosed with autism, I asked the doctor what his future might look like. He said "you don't want to know" but I DID want to know and so does every other parent out there. That way we as parents can help guide our children and set the pathway for them to follow to achieve their best dreams, hopes and skill sets for the future.

Since kids with autism like to do things over and overagain which is called perseveration (per-sev-er-a-shun) they have a very unique ability to develop their area of interest whether it is art, music,dance, acting and even computers.. It's important toincorporate their talents from the very beginning to help guide your child's life with the goal of helping them thrive and grow beyond their boundaries.

After we published the Artism™ Art by those withAutism book I have witnessed many early artists become phenomenal artists as adults with high self-esteem.

Be sure to pass out this information to everyone you meet so they can learn what makes your child with autism tick. This way we can raise awareness one party person at a time.

Most importantly, have fun with this party plan. By following these tips and guidelines you will make it an absolutely perfect party for your child with autism for years to come.

AUTISM
AWARENESS

I invite YOU to have a perfect party for your child with autism!

10 TIPS FOR PARENT AND TEACHER RELATIONSHIP

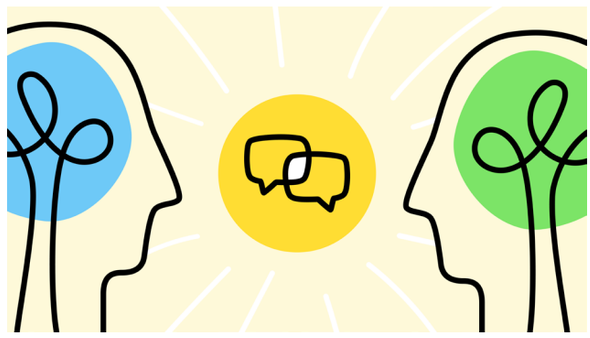
10 TIPS FOR PRENT TO TEACH RELATIONSHIPS

1. CREATED EQUAL

All team members are created equal. Parents, teachers and support workers are all vital to the successful education of a child with autism.

2. COMMUNICATE CLEARLY:

Clear open, honest, and non-threatening communication will help identify problems before they escalate. Through clear communication educational goals can be kept more on track and be achieved more easily.



3. BE INFORMED:

Get as much information as you can about autism so you are all credible and well informed with the most recent information.

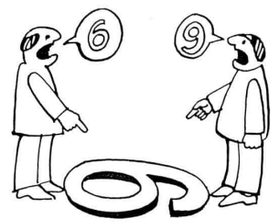
4. PARENT ADVOCATES:

Although all parties care for the child, everyone must clearly understand that the parent has the highest investment in their child and must diplomatically advocate for their child. It is important to be empathetic and not minimize this fact.

10 TIPS FOR PRENT TO TEACH RELATIONSHIPS

5. MAINTAIN PERSPECTIVE

Keep things in perspective. Ask yourselves if what the child is doing is age appropriate, or is it due to theautism?



6. BE LEVEL HEADED:

Being involved with the school team can be very emotional. It can be easy for defenses to arise so all parties need to ensure they are not defensive or righteous. Explain situations in behavioral terms not emotional terms.

7. BE A WHITEBOARD:

Nothing is written in stone. As in life, you have the right to reevaluate the situation and change the plan or the course of action as the team sees t to bet er serve the child.

8. PEOPLE FIRST LANGUAGE:

Think of the child rst. The autism is the condition he or she has. Don't let the autism become an excuse for anything.

9. ENHANCE STRENGTHS:

Think of the child rst. The autism is the condition he or she has. Don't let the autism become an excuse for anything, serve the child.

10. KEEP DISTANCE:

Make sure paraprofessional involvement is at a socially acceptable distance. Don't hover over the child.

TIPS FOR CREATING WIN WIN MEDIATIONS FOR AUTISM

TIPS FOR CREATING WIN WIN MEDIATIONS FOR AUTISM

When speaking to your child use clear and concise language

Always focus on what's best for the child and put them in center

Always be kind and understanding and have patience with them

Don't get angry with your child if they don't do what you say

Find a way to celebrate success when agreements are made and keep your word

As a mediator be concise and neutral and don't take sides

Focus on your child with eye contact so they understand what your saying and bring to their level of understanding

TIPS FOR JONNY AND OTHER KIDS WITH AUTISM

TIPS FOR JONNY AND OTHER KIDS WITH AUTISM

WHAT AUTISM IS:

Jonny has a neurological condition called autism where he thinks, behave and communicates differently than other kids. He also has issues around his senses like sight, sound and touch.

TIPS FOR JONNY AND OTHER KIDS WITH AUTISM

HOW DOES HE THINK DIFFERENT?

SOCIAL SKILLS

His ability to relate to people and say the appropriate things is a challenge. Sometimes people might think he's not paying attention like he's in another world or could care less about what's going on, even though he does. He just may not show it.

COMMUNICATION

Illustration from freepik

He talks, reads and writes just fine though the way he communicates his thoughts may sometimes be different and possibly sound odd to regular people at times. Some people with autism don't speak at all and have to learn different ways to communicate to the outside world.

BEHAVIOR

His behavior at times becomes a problem. He may throw a temper tantrum for no apparent reason but it's usually because he can't get his point across. Most people whether they have autism or not get frustrated if they can't get their point across or get what they want.

SENSONRY

He may get too close, or feel uncomfortable in a crowd of people. The "proper" social distance we intuitively know is hard for him to perceive. He also may lack eye contact. We have to be very careful to choose the most comfortable type of clothing so uncomfortable clothing doesn't affect his moods. Be sensitive to this.

TIPS FOR JONNY AND OTHER KIDS WITH AUTISM

HOW TO DEAL WITH HIM?

FACILITATE FRIENDSHIPS

Since its more difficult for him to seek out friendships, help to facilitate relationships by introducing him to potential friends and helping them establish something in common to talk about.

TRANSITION

When its time to change an activity, sometimes Jonny stays stuck on what he's doing. Give him warnings that he "will" be changing what he's doing so his mind has time to change. Maybe say 5 minutes left in this, 3 minutes and so on.

BEHAVIOR MELT DOWN

If he has a temper tantrum, talk calm to him and ask him what the problem is. Always get BOTH sides of the story as it could simply be a result of a misunderstanding.

DOESN'T WANT TO PARTICIPATE

First, encourage him to participate in the activity anyway. You may have to do some serious convincing. If he absolutely refuses and it's going to cause a scene, either provide an alternative activity or send him back to his classroom. Be creative.

7 KEYS TO THE NEURO MUSIC ROOM

These 7 keys to the music room are dedicated to the "School of Rock: music school known worldwide for their ever expanding musical instruction and heartfelt morals and values. The school has enthusiastically embraced the neuro distinct population with open arms by providing specific instruction to make learning music easier for everyone, neuro inclusively.

7 KEYS TO THE NEURO MUSIC ROOM

ELEMENTS OF ALL MUSIC ROOM

First, I would like to dedicate these Keys to the Music Room to: the “School of Rock: a music school known worldwide for its ever-expanding musical instruction and heartfelt morals and values, especially towards the neuro distinct. The school has enthusiastically embraced the neuro-distinct population with open arms by providing specific instruction to make learning music easier for everyone, neuro-inclusively.

7 essential musical elements form the basics of music. They are Sound, Rhythm, Tempo, Dynamics, Melody, Harmony and Texture.

In many ways, these elements align with neuro distinct individuals and can be keyed in helping them when the teacher is aware of how they might impact a student. They also work well with neurotypical students so that the philosophies can be taught side by side.

By applying the elements and demonstrating how they apply, a memorable KEY will help you remember when a challenging situation occurs.

1.SOUND

The music room is all about sounds,which are audible vibrations as well as other senses like sight, smell,color, taste, and touch. Since all humans are impacted by their senses, vibrations, and senses craft into all kinds of music with the use of vocal patterns and instruments. One of the musical scales called the pentatonic scale provides a wonderful opportunity for modern educators, social workers, and therapists to harness its power that helps individuals of any background, and age. Culture and level of ability to meaningfully engage in playing music. Neurodiverse individuals are typically over or under-sensitive to their senses, The teacher also needs to understand and be sensitive to their many sensory needs is ahead of the game. Adjusting the lighting, using headphones, and choosing the right color in the room. When selecting an instrument for the student to play, consider the tone of the instrument. Are all important. Is it loud and blaring like a trumpet or sweet and harmonious like a violin? What would it be like if you had their challenges?

KEY: Be sensible and sensitive to the senses!

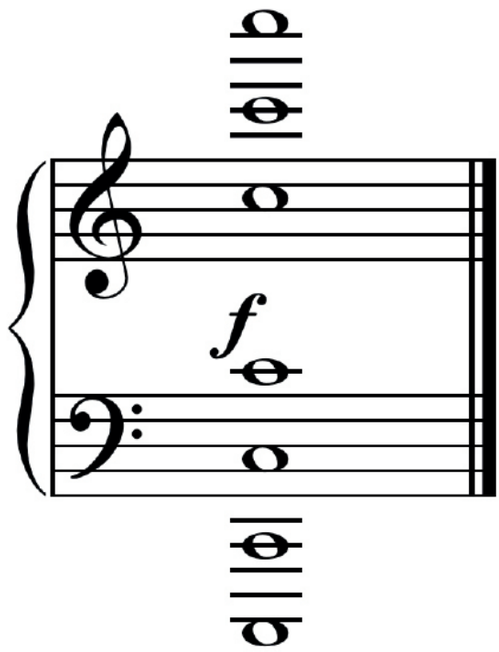
7 KEYS TO THE NEURO MUSIC ROOM

ELEMENTS OF ALL MUSIC ROOM

2: PITCH

Not to be confused with pitching a softball, understanding the student's condition is critical. The pitch is described as the frequency sound vibrates and is measured in hertz on an audible spectrum from high to low. Pitch is more commonly known as notes, or tones and are like "building blocks" creating melody and harmony.

Pitch in a neurodiverse sense is knowing and recognizing the unique person that is incredibly diverse. Though they hit many notes, each one is different and stands on its playing uniquely at this wonderful game called Life. As teachers and parents, recognizing the volume and duration of the pitch is invaluable in understanding and teaching the student.



Key: Understanding your student is YOU being in perfect pitch!

2: RYTHEM

When the steady beats are combined with the irregular syllables of the lyrics, a unique pattern known as rhythm is created. In music, rhythms can be fast or slow, and they can encompass percussive beats, melodic notes, and breaks of silence called rests. In neurodiversity and for that matter with all humans we have an inner drum that our soul beats to. You've heard the expression "his heart beats to a different drummer" Well that is simply saying that he or she is different than others. Aren't we all?

Key: The beat goes on!

7 KEYS TO THE NEURO MUSIC ROOM

ELEMENTS OF ALL MUSIC ROOM

4: TEMPO

If you've ever attended a show or concert, you have probably seen the drummer of a band count from one to four to kick off a song. Typically, this is done either verbally, with sticks, or sometimes both. In any case, the purpose for doing so is two-fold: 1) to ensure that each member starts the song at the right time and 2) to establish the song's speed, or in this context, tempo. It's every musician's job to keep time, not just the drummer's. *tapping our feet and playing the French horn. A metronome—in either physical or app form—is a terrific practice tool that can help improve your rhythm and timekeeping skills by generating an audio "click" or visual cue that you can play along with.
Dynamics - crescendo or decrescendo to create mood or sense of urgency highly expressive tool to create a sense of DYNAMICS - load refers to the volume produced by the instruments or voices in a piece of music, as well as the changes between "louds" and "softs" in the spectrum of volume. Piano – soft, forte loud mezzo piano – moderately soft to loud To have a crescendo in music means to gradually increase volume, and decrescendo in music means to gradually decrease the volume.

Key: Keeping on track and being on the same page is setting up for success!

Key: moving gradually towards a common goal helps everyone know what to expect

5: MELODY

A melody is simply a sequence of notes that complement one another when played in succession. The notes that create melodies come from scales, which are pre-defined groups of notes that are drawn upon to help keep a melody pleasing to the ear.The three main scale types used in Western culture are Major, Minor, and Pentatonic.

In stepwise motion, the melody moves one note at a time, allowing for smoothness and consistency. In leap motion, a melody can "leap" several notes and impart a feeling of excitement or tension.

Key: The scales help to teach complimentary skills to the neuro distinct

7 KEYS TO THE NEURO MUSIC ROOM

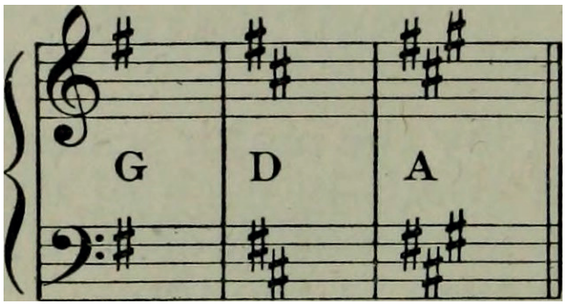
ELEMENTS OF ALL MUSIC ROOM

6: HARMONY

Playing two or more notes at the same time is called harmony. When you have 2 or more people at the same time it can also be a beautiful harmony but when the harmony is dissonant or atonal it may cause extreme discord or a beautiful sound.

The collection of voices singing different, yet complimentary, notes and lyrics simultaneously creates beautiful harmony which can be magical. But that's not to say that harmony is always pleasant, or consonant, in music lingo. Harmony can also be dissonant, or atonal, especially if the musician intends to create an unpleasant or uncomfortable mood.

By focusing on learning the skill set of harmony we teach the neuro-distinct student a gentle way of getting along in the world.



Key: Learning to get along with others and recognize theirstrengths helps us all.

7: TEXTURE

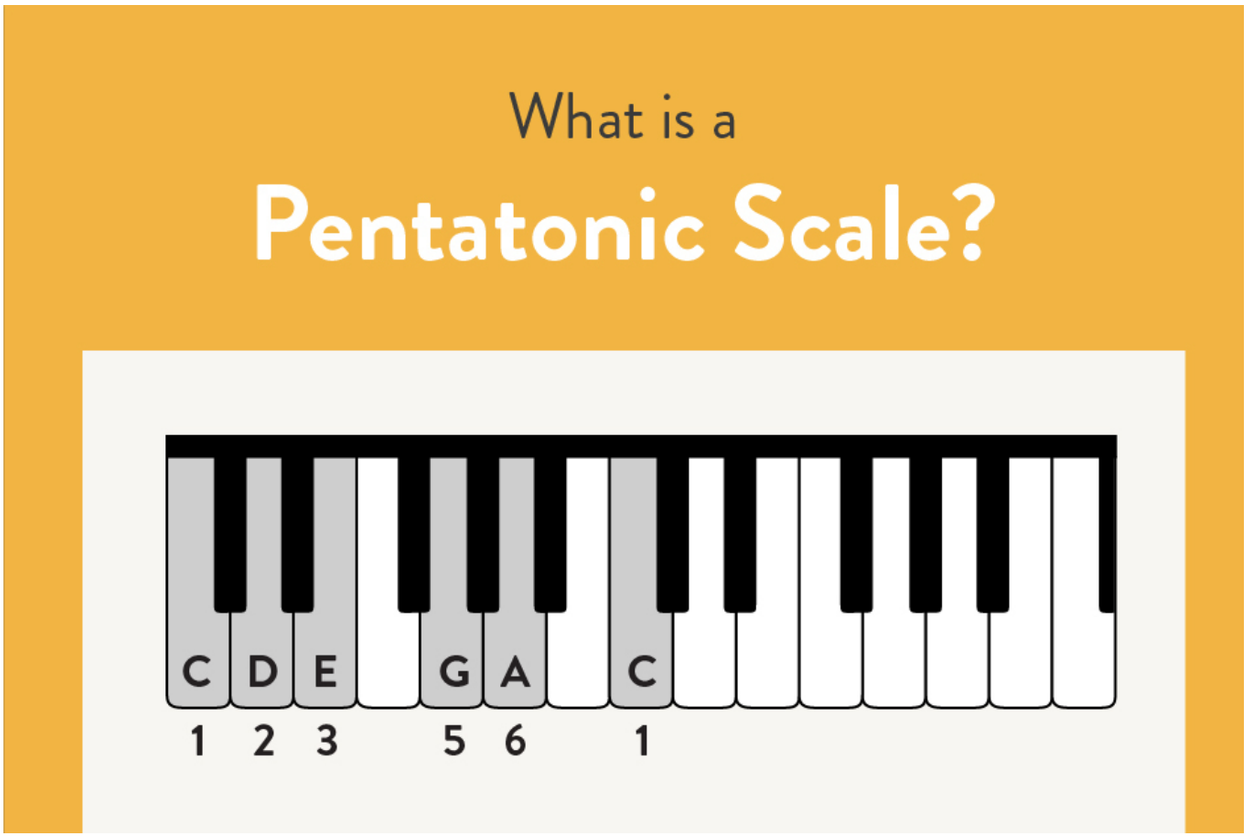
Music is a lot like pizza in that you can mix rhythm, melody, and harmony in a multitude of different ways to create songs, operas, symphonies, and other musical forms. As with pizza, the various ways in which these layers are arranged will determine the overall texture or thickness of a composition, not reading other people theory of mind rather viewing the world from a single point of view.

By embracing texture in music, we open up the neuro distinct mind to process many different things simultaneously. This is a great gift and talent to accomplish and works with both the neuro distinct and the neuro typical.

Key: the more we embrace the big picture the better the outcome in lifelong skills.

7 KEYS TO THE NEURO MUSIC ROOM

PENTATONIC SCALE



PENTATONIC PERFECTION

A. WHAT IS THE PENTATONIC SCALE?

A musical scale comprised of five notes taken from the seven note major scales created by removing the fourth and seventh notes leaving five notes per octave. Just play the black keys in order!

b. Its power is that it is a wonderful opportunity for modern educators, social workers, and therapists to harness its power to help individuals of any background, and age. Culture and level of ability to meaningfully engage in playing music.