TEACHING CORESCANNER
WITH MUSIC

An Implementation Framework

Created by: Dana Arce, M.A., CCC-SLP, ATP and Becky Parker, MT-BC

Purpose: This framework is intended to be used as a guide for implementing music as a teaching strategy while providing opportunities for CoreScanner users and their communication partners to play and interact with music activities that support language learning and navigational skills.

SET UP

Start by assigning each switch a sound. Our songs use a drum for a scan switch (S1) and a cymbal for a select switch (S2). The same sounds can be found using the Garage Band app. Record sounds onto single message switches or connect switches directly to an iPad using a Bluetooth connection.

Two switch step scanning: student uses both S1 & S2
One switch step scanning: student uses only S1, communication partner can use S2
One switch auto scanning: student uses only S2, communication partner can use S1

ACTIVITIES

Unstructured Musical Play

Connect student switches to either single message switches or to an iPad with Garage Band using a Bluetooth connection. Allow student to use their switches to interact with the sounds and create music without demands.
TIP: *If using the switches with an iPad and Garage Band, record the music and playback the song they created.*

Structured Musical Play

Play a musical pattern using switches (e.g., drum, cymbal) and encourage the student to repeat the pattern. Start with simple patterns before moving to more complex patterns. Alternatively, have the student play a pattern for the communication partner to repeat.

Musical Word Play

Play the pattern for a specific word from the device. For example, if MORE is scan, scan, select, play the musical pattern drum, drum, cymbal and have the student play the pattern on their device so it says "more".
TIP: *Start with salient or highly motivating words that are easily reinforced.*

Instructional Block Songs

Listen to these songs that combine the scan/select musical pattern plus the words within each block.
TIP: *The student can "sing along" or the communication partner can "model along" with the song.*

Silly Block Songs

Use these songs to teach the words within the block with context. Songs are presented as a fun and silly way to promote language learning. Use as a stand-alone activity or incorporate into other activities.
TIP: *Have the student "sing along" using the device or have the communication partner "model along".*

SUPPLEMENTAL MATERIALS

- Create tactile books using the song lyrics as an additional way to experience the language and learn where the words live within the device.
- Create low-tech core boards for each of the blocks or a wall sized poster.
- Files for both tactile song books and core boards along with instructions are also available.

EVIDENCE

Schön, Daniele & Boyer, Maud & Moreno, Sylvain & Besson, Mireille & Peretz, Isabelle & Kolinsky, Regine. (2008). Song as an aid for language acquisition. Cognition. 106. 975-83. 10.1016/j.cognition.2007.03.005.