

Author's Note

For my children's book, I wanted to focus on using a language that doesn't come with barriers, and I believe an example of that language is music. I also strongly believe in the communicative and emotional power of music and the use of it to express what may be hard to do in words. With the goals of this assignment in mind, I wanted to ensure that this book can be accessible to a wide range of students and that the book presents a positive portrayal of disability/difference. I focused on structuring the book to fulfill that first goal so that its features allow for accessibility and doesn't hinder not prevent it. I put tabs on the side of the pages so that children have something to grab to turn the pages. I also bound the book in a way that the book can lay flat on a surface. The way in which I decided to present a positive portrayal of disability/difference was by choosing different instruments and having a different opinion about each one. On each page, you will find a music instrument and the opinion of an individual expressing what he or she feels when that instrument is played. I wanted to highlight how the way that one person listens is just one of many ways that someone can hear an instrument. Finally, to bring the sounds of each instrument to life, I've added QR codes that contain links to a video that features each instrument. It allows the reader to have an interactive experience and form an opinion on what he or she feels when the instrument is played. I hope you enjoy!!

The questions I hope encourage the reader to share his or her opinion

In addition:

- I based my book off of how music therapy can help children with various exceptionalities to communicate express feelings & emotions & thoughts.

- I created ~~year~~ tactile materials ^{for each instrument} for the children to interact with each page

My hope is that this book empowers children with or without exceptionalities to share their opinions, be proud of the differences & resonate with the communalities of their shared emotions, words, & experiences.

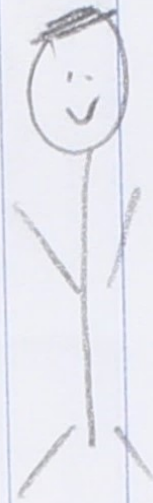
My Brother

the Instrumentalist

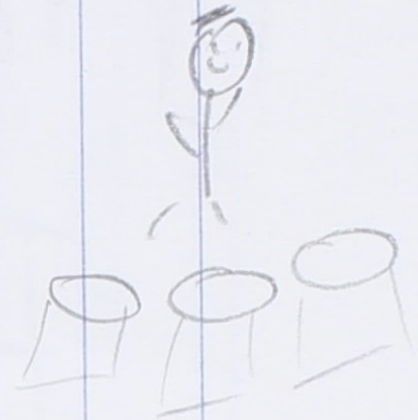
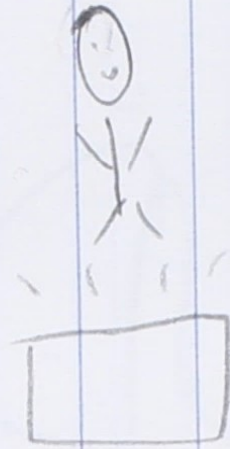
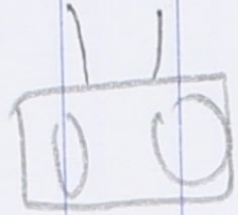
by Ismenia Ginebra



Charlie

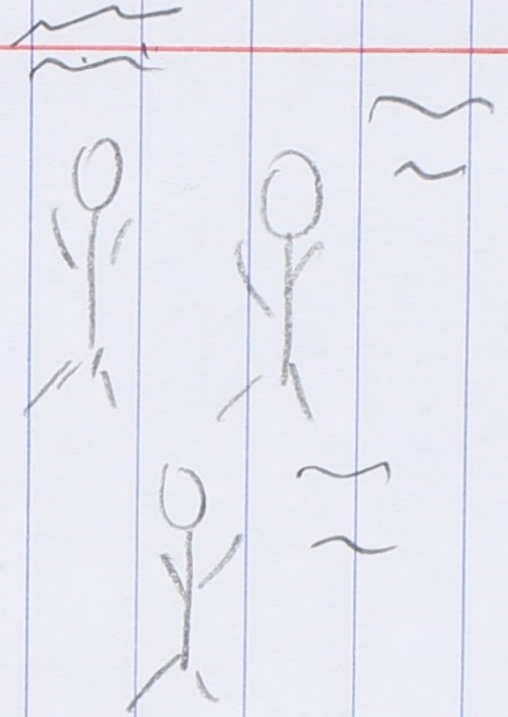


My brother Charlie has a love for
music like no other. He



He likes to listen to the radio in the car,
watch videos of people singing or playing
instruments, or make some of his
own!

Music has a big part of my brother's life
not only because he loves it but also
because it helps him communicate.



My brother often struggles to participate in conversations. There are words he has difficulty pronouncing, and this is hard for him.

At home my brother likes to sing in conversations. Our mom teaches him new words by putting the words into song.

Charlie likes to ring bells when he is
happy and bangs on drums when he
is mad.

Once a week, Charlie has music therapy sessions with Miss S. With Miss S., he learns how to pronounce words by playing instruments and singing songs.

In this session, Charlie repeats back to Miss S the songs she sings or taps out the rhythm on a drum.

These sessions allow Charlie to help
not only with speaking but also
expressing emotions.

At school, Charlie gets to have instruments in the classroom. At play time, he sits on the carpet with his classmates.

His classmates like to play instruments with him.

The

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