



Music Checklist

- ♪ Frith (1999) highlights that in favourable circumstances, dyslexic deficits do not manifest in the expected ways.
- ♪ The literature shows that music training from a young age impacts on demonstrations of specific learning differences (e.g., Talamini et al., 2018; Flaugacco et al., 2015; Albouy et al., 2017; Overy et al., 2003; Weiss, Granot and Ahissar, 2014; Zuk et al., 2017 etc.).
- ♪ Musical training has been shown to enhance skills that we assess in order to determine whether an individual has an SpLD, including:
 - Phonological awareness
 - Working memory
 - Reading fluency
- ♪ These enhancements can be explained by brain plasticity and are more effective the earlier music training begins. But it can also have an impact if the individual played for only a few years, then stopped.
- ♪ Having musical literacy has far transfer effects to reading skills due to the necessary interpretation of symbol to sound and vice versa (Dunbar and Cooper, 2020).
- ♪ Music training can include playing an instrument, singing, belonging to a choir, having lessons, or playing at home without formal music lessons.
- ♪ Brain plasticity in music training only occurs where the individual is truly engaged (Patel, 2011; 2014).

How to use this form.

- ♪ Add the following questions to your background screening.
- ♪ They may provide explanations as to why scores for PA, WM or reading fluency are higher than expected.
- ♪ If only a little musical training occurred, then music is not likely to have had an influence.



- ♪ The individual must also have enjoyed their lessons and been fully engaged in order for us to be able to say that music was influential in enhancing their scores.
- ♪ Report on these findings in the background information under *educational history*.

What age did you start music lessons?	
What instruments do/did you play?	
Were you in musical groups?	
How often did you practice/ attend rehearsals?	
Do you still play? If not, how long did you play for?	
Did you enjoy your music lessons, or were you forced to do them?	
Did you complete any grades on your instrument(s)?	
Did you also complete any grades in music theory?	
Can you identify any strategies that you might have used at school as a result of your musical training?	