

# Jazzles Special Education Reviews

An All-in-One Music Themed Visual-Auditory-Kinesthetic Solution



The wheelchair never gets in Ethan's way of fully participating in happy learning activities in this full inclusion San Antonio 'Head Start' classroom. **Like most SPED students, Ethan is a global processor with tactual and kinaesthetic perceptual strengths.** Jazzles is ideal because it uses wholly integrated musically themed Visual-Auditory-Kinesthetic resources and strategies to achieve effective and enjoyable literacy learning.

**From left:** Posing with his mates. **Next:** Developing **Gross Motor Skills** by moving to the beat and singing while watching a Jazzles Animation. More Gross Motor development acting out being a 'digging dog' in the 'Don't Dig Dog' dramatisation with the rest of the class. **Far right:** Developing **Fine Motor Skills** by painting and craft using Jazzles themed activity sheets.

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## Severe Intellectual Disabilities

----- Original Message -----

From: Principal Elouera Association

To: Lesley Beth

Sent: Wednesday, July 1, 2010 11:17 AM

Subject: Re Jazzles at Elouera

Hello Lesley,

I'm happy to comment on Jazzles for Special Education. **It's a huge hit with my students.** I have a class of 6 students with **moderate to severe intellectual disabilities.** They are probably operating at early stage 1 to stage 2 so this is just exactly what they need. **I have an autistic boy who is almost 18 and he wanted it on for most of the day. He loves the music. I'm sure this will be a hit in the special education field.**

**We've introduced one child to the puzzles section. He enjoys this but won't try a real one. Oh well whatever works! It's also helping him to develop his mouse skills which are poor.**

We also use the site daily for one of my students who knows no sounds. I do a sound study for a whole week. I introduce the sound on Monday and he has a reader for that particular sound. He uses the animation section from Jazzles for that sound on Tuesday. On Wednesday he looks at the Talking Book. On Thursday he is allowed to do a puzzle for the sound and on Friday he colors. On Friday afternoon he has free time and he always chooses Jazzles, looking at the bits he isn't allowed to do during the week. **So far he knows 5 sounds without assistance. Not bad for a 10 year old without any reading when he came to me in April 2010 (10 weeks ago)!**

I would gladly give a testimonial on your site.

Kind regards

Annette  
Principal

----- Original Message -----

**From:** Special Education Teacher (M.Ed. B.ED.)  
**Sent:** Friday, June 16, 2008 10:30 PM  
**Subject:** Jazzles Multimedia

Hi Lesley

The animated songs are delightful and have been well received by the young students I have used them with. **These children had severe learning challenges - they enjoyed them and loved the rhythms. From an educational point of view, there is strong reinforcement of each sound through the combination of many different words beginning with the same sound.**

This is not so with other alphabet songs.

**Each letter sound animation makes a great little story.** This makes them a useful resource for a variety of lesson, not only reading, printing but also the opportunity to construct their own creative writing using these words. Also music lessons can be centred around these sounds and jingles. The animations are very clear and appealing- their simplicity and clear lines make them easy to view. The fonts that you are using are very good for the screen.

You should be very proud of yourself and your creativity **that will help many many children and families.**

### **Chicago Public Schools**

**Sent:** Sunday, April 30, 2006 10:04 AM  
**Subject:** Jazzles Animations

Hi Lesley,

I have been using the animations at school and the kids really like them.

The more action the better. Their favorite is the letter N cartoon.

My class consists of 7 boys ranging in ages from 5-7. We are considered a multi-needs classroom.

There is a wide range of ability levels from those learning cause/effect to students who are beginning to name the letters of the alphabet.

As a special ed. teacher I am always looking for new materials to teach my little ones. **Music is so important and one way I have found to get and keep the student's attention. My kids need repetition and when the format stays the same it makes it easier for them to comprehend.** I love the ease of usage of your materials, yet I still can adapt up/down depending on need.

Thanks for sharing. This is so much fun!

### **Autism**

----- Original Message -----

**From:** Mother with Autistic Child  
**To:** Lesley Beth  
**Sent:** Tuesday, February 15, 2011 1:52 AM  
**Subject:** Re: Jazzles Karaoke

My son has autism and is 6 years old. He has splinter skills and is very good at the computer. He loves the Jazzles website and the songs. He is very visual and can read and write but just starting to talk. **He actually sings better than he speaks and has perfect pitch. That is why the Jazzles Karaoke is so awesome for him! He just loves the Karaoke part of Jazzles the best.**

I would be happy to put the word out about Jazzles! Maybe I can video tape him sing one of the songs. He is very interested in the States and Capitals and the Countries of the World right now. Thank you so much for your support.

----- Original Message -----

From: **Special Education Teacher (Autism)**

To: Lesley Beth

Sent: Monday, February 15, 2010 4:08 PM

Subject: Re: Jazzles Multimedia.

I am so excited about this program. **This is the kind of program we need more of, yet is so hard to find for kids with autism who are such visual learners, and also learn through music and movement.** The music clips, talking books, puzzles, matching, etc are what we spend hours making ourselves (in worksheet form of course). The kids really respond well to this format!

### **Reluctant Learner**

----- Original Message -----

From: **South African Mother with 10 Year Old Reluctant Learner**

To: Lesley Beth

Sent: Thursday, April 22, 2010 7:02 PM

Subject: Jazzles

Hi Lesley

Jazzles is exceptional, creative labour of love! Congratulations.

We have 4 children. **Our middle child is now turning 10 and still is unable to cope with mainstream curriculum Grade 1.** This is detrimental to his confidence and self image. Both my husband and I have committed time daily to work with him to get him to the point where he can attend a mainstream school in a class complimenting his age.

**My son, who dreaded school work, cannot wait to start [Jazzles] in the mornings. He is often up before sunrise waiting for me to initiate the lessons for the day.** He giggles and smiles constantly through the material. He is now using Jazzles to help his younger sister read. **With Jazzles, he has gained his self confidence.** Thank you so much.

### **Reluctant Learner**

----- Original Message -----

From: **Mother in French Pacific Colony of New Caledonia**

To: Lesley Beth

Sent: Wednesday, August 25, 2010 8:54 AM

Subject: Re: Jazzles Multimedia

Dear Lesley,

**My son is a reluctant learner and I have tried Jazzles and it so helpful.** My son is now improved a bit in recognising the letters and the sounds but if you more techniques that might appropriate for my kid please let me know. Thank you for your concern and willing to help.

### **Academic Support - University of Newcastle**

**Greg Robinson, PhD. Professor** of Special Education at the **University of Newcastle**

Sent: Monday, May 29, 2006 4:29 PM

Subject: Re: Jazzles Animations for Special Education

Dear Lesley

I was impressed with both the aims of Jazzles and the materials used to develop those aims. **I agree with your aim of incorporating the advantages of both whole language and phonics in the program,** and you certainly have been able to effectively integrate phonics in an interesting whole language approach.

In particular, **I was impressed with your ability to incorporate the necessary repetitive drill into fun activities.** The program would certainly be of value in special education and could also be effectively used to supplement other programs.

### **Occupational Therapist Support:**

Dear Lesley

I am Occupational Therapist working with children with intellectual and physical disabilities in mainstream and special schools.

Recently I completed a Fine Motor Skills group with an IO class (Moderate Intellectual Disability) in a mainstream school, in which I used your audio and coloring worksheets as a basis.

Each week a Jazzles song was chosen - usually involving an animal. From this song we developed an action song. This was great for warming up our little people's fingers. **From the coloring book, we developed craft activities that each week targeted a particular fine motor action.**

**The response from the children was fantastic. Each week they got involved in the activities and the music and started to develop and build upon their existing skills.**

**In addition it was seen to be extremely calming with the children.**

On several occasion we used it as a background and motivator with great success. Congratulations on developing such a useful, valuable and fun package. I will be using this again with other groups of children."

Can't wait to help my students sing their way smart!

### **From a Braille Publisher**

----- Original Message -----

To: Lesley Beth

I must tell you how impressed I am with your product.

**The biggest thing that struck me as soon as I took a look at the lyrics is that ALL of the words to your songs are REAL!**

So many of the alphabet books and other learn-to-read packages I've seen are full of made-up words which, although funny and amusing, don't really give the child practical experience with reading something that really makes sense.

This is not to say that I am criticizing Dr. Seuss and all the other geniuses who have produced world-famous materials to teach children to read, but I definitely feel that **something new and different is like a breath of fresh air, and will be welcomed by parents and educators alike.**