



# AUTISM AND MUSIC SUMMER SCHOOL IN 100 QUESTIONS

Uğur Türkmen



**OMYO**

Öğretim ve Rehabilitasyon Yaz Okulları

# AUTISM AND MUSIC SUMMER SCHOOL IN 100 QUESTIONS

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ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ  
MÜZİK UYGULAMA VE ARAŞTIRMA MERKEZİ

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## AUTISM AND MUSIC SUMMER SCHOOL IN 100 QUESTIONS

### 1. How was Autism and Music Summer School established?

Autism and Music Summer School was founded in 2021 by music educator Uğur Türkmen.



### 2. Where did the First Meeting of the Autism and Music Summer School Community take place?

The first official meeting of the Autism and Music Ensemble took place between 8-10 July 2021 under the leadership of Çanakkale Onsekiz Mart University State Conservatory. During the meeting, decisions were made on the purpose of the community, its corporate identity and management system.

### 3. How Corporate is Identity Determined?

The Autism and Music Community was established in an informal structure based entirely on “volunteering”, not under the umbrella of a society, association or foundation. However, Çanakkale Onsekiz Mart University State Conservatory has undertaken the task of being a centre where the community is recognized and known by relevant persons, institutions, and organizations throughout the country.

### 4. How was Autism and Music Summer School Community Formed?

The community was formed by the families who attended the first summer school held in 2021 with the suggestion of Uğur Türkmen. In addition to these families, a WhatsApp group consisting of educators and those interested in this field was established. The number of participants of the actively used corporate group has increased continuously.



**5. Is there an official membership for the Autism and Music Summer School Community?**

There is no official membership in the community. Every individual who is interested in autism and music can find a place in the system.

**6. What are the Principles of the Autism and Music Summer School Community?**

The struggle for leadership in the Autism and Music Community never happens. Decisions are taken unanimously within the culture of consultation.

Each member of the community adopts the idea of "we", not "me".

The community realized an important deficiency and set out on this path by setting certain goals. However, there will be deficiencies in knowledge and experience, and this consciousness is acted upon.

The Autism and Music Society consists of volunteers. Each volunteer makes financial contributions when necessary.

All income is spent on scientific and artistic activities and educational expenses.

The community produces a project and presents it to its stakeholders.

The Community adopts the basic principles of the Republic of Turkey.

Announcements are made by the secretariat to the relevant institutions and organizations under the name of the community.

Community members are after long-term, sustainable, and awareness-raising productions, not short-term.



Community members know the importance of establishing a system with inputs, processes, and outputs. It is aimed that families, educators, students and of course all relevant stakeholders experience the process in the projects within the system in a qualified way and set out with knowledge and experience.

Community members set realistic goals. It does not pursue goals that exceed its purpose and power.

When it comes to autism and music, it strives to increase educational opportunities, to take concrete steps on issues that are most needed, such as employment, master educator, volunteer educator, coaching, and exams. It doesn't do things to please popular culture.

Each member of the community is expected to be a participant in the work done. It is aimed to keep the job from the end. Thus, it is ensured that the works are carried out with the awareness of "being us".

Community members meet online at 21:00 on the last Wednesday of each month, and decisions are taken unanimously.

## **7. What is the Philosophy of the Autism and Music Summer School Community?**

Supporting the professional music education of individuals with autism,

Bringing together those who are not talented in music and gaining knowledge,

Being holistic in nature,

Guiding those who are talented in music, describes the philosophy of the community and the school

## **8. What Does Our Logo Say About Us?**



Developed in line with corporate identity development goals, our logo consists of a four-leaf clover, which represents *love, friendship, future, and hope*.

## **9. What are the Aims of the Autism and Music Summer School?**

The realization of all cultural, economic, social, and individual functions of music, especially education, can be achieved through a system built on scientific foundations.



In order to touch every individual related to amateur, general or professional music, there is a need for volunteers who adopt a "love"-based life as well as qualified workforce.

The Autism and Music Society was established with the aim of being a resource/centre where individuals who care about science and learn differently in general, and individuals with autism in particular, and of course related persons and institutions.

The group aims to organize concerts, workshops, talks and conferences as well as sustainable "idea sharing".

Our other aims are:

- To discover individuals with autism who are talented in music,
- Orienting individuals with autism who are talented in music to professional music education,
- To ensure that individuals with autism who receive amateur or professional music education know the perspectives of different educators,
- To help train educators focused on autism and music,
- To help raise volunteers focused on autism and music,
- To attract the attention and attention of institutions providing vocational music education to the subject of autism and music,
- To bring together different disciplines of science with the subject of autism and music,

#### **10. Where does Autism and Music Summer School take place?**

Çanakkale Onsekiz Mart University State Conservatory Building, physical and social facilities are allocated for summer school.

#### **11. How to Join the Autism and Music Summer School WhatsApp Group?**

Please feel free to reach Didem Çetinkaya, the head of the organizing committee, İpek Aktürk or Doğukan Irmak, the vice presidents.



## **12. Who Can Join Autism and Music Summer School WhatsApp Group?**

Anyone sensitive to the subject can join this group.

## **13. What to Share in Autism and Music Summer School WhatsApp Group?**

All kinds of written and visual documents on autism and music can be shared.



## **14. Who Can Apply?**

The main target of the Autism and Music Summer School is individuals with autism who are talented in music. However, any individual who will be useful to the education system can apply.

- Individuals with autism talented in music,
- Families with children with autism,
- Music educators,
- Composers,
- Music scientists,
- Performers,
- Non-governmental organizations,
- Volunteers,
- All individuals sensitive to the subject.



## **15. How to Apply?**

The application is completed by completing one of the community membership, guest, educator (instrument, voice, choir, accompaniment, theory and solfege, orchestra) volunteer, active participant forms on the Autism and Music Summer School website and sending it to the contact address.

## **16. Is there a quota limit for the Autism and Music Summer School?**

This year, 15 active students, 15 educators, 15 volunteers and 15 family members were accepted to the Autism and Music Summer School. However, there is a lot of demand for this number to increase. Therefore, the website should be followed.

Active student, student participating in classes and activities at the Autism and Music Summer School,

Passive student, on the other hand, defines the student who watches the lessons and activities.

**17. Is there an age limit for the Autism and Music Summer School?**

Ages 6 and older can attend the Autism and Music Summer School.

**18. Can those who have not received vocational music education participate in the Autism and Music Summer School?**

Yes.

**19. Who is next to the student in the Music (Individual Instrument, Accompaniment, etc.) Lessons of the Autism and Music Summer School?**

An individual instrument or voice trainer, a family member, volunteers, and assistant trainers can attend the lesson together. Considering the situation of the student, the number of attendees may decrease or increase.

**20. How is Accommodation Provided?**

Autism and Music Summer School participants, families, students, organizing committee, scientific committee, volunteers can all stay in one of the dormitories allocated by the Ministry of Youth and Sports. No fees are paid. Participants are not allowed to stay separately.



**21. What is Honour Board?**

Persons and institutions that provide financial and moral support to the Autism and Music Summer School are included in this committee.

**22. Who is on the Honour Board?**

- Çanakkale Governor / İlhami Aktaş
- Çanakkale Onsekiz Mart University Rector / Prof. Dr. Sedat Murat
- Çanakkale Onsekiz Mart University Faculty of Education Dean / Prof. Dr. Salih Zeki Genç
- Çanakkale Onsekiz Mart University State Conservatory Dean / Prof. Dr. Uğur Türkmen
- Çanakkale Provincial Director of Education / Ferhat Yılmaz
- Çanakkale Provincial Director of Youth and Sports / Ömer Kalkan

- Çanakkale Provincial Culture and Tourism Director / Murat Yılmaz
- Çanakkale President of the Music and Performing Arts Development Association / Erol Küçükaksoy

### **23. What are the Duties of the Chairman of the Executive Board?**

Represents the Autism and Music Summer School Community. Regularly attends the meetings of the executive committee, scientific committee, and organizing committee.

### **24. Who is the Chairman of the Executive Board?**

The chairman of the group is Kemal Çankır, father of the autistic talent Buğra Çankır.

### **25. What are the Duties of the Executive Board?**

It is the highest executive body of the Autism and Music Summer School Community. It determines the chairman of the scientific committee and the organizing committee. It can propose members to the scientific committee and the organizing committee. It makes the final decision by evaluating the suggestions and criticisms about the Summer School history, content, and all activities within the scope of the summer school. It assists the heads of the scientific committee and the organizing committee in their work. It checks the compliance of the process with all criteria and ensures compliance with the principles of the summer school. The chairman of the organizing committee is a natural member and attends all meetings of the committee.

### **26. Who is on the Executive Board?**

Families participating in the first summer school held in 2021 constitute the executive committee.

Aydın Kil  
Filiz Serin  
Kemal Çankır  
Seyhan Erdeniz  
Yasemin Atyıldız  
Yeşim Bayındır Zorlu  
Zeynep Koyunseven



## **27. What are the Duties of the Chairman of the Organizing Committee?**

They are responsible for all components and processes of the Summer School. The President ensures the healthy functioning of the summer school components, especially the summer school.

They regularly attend all meetings. It is determined every year with the recommendation of the executive board. Depending on the experience and experience they have gained, they can make suggestions for scientific and artistic activities (education, concert, conference, seminar, panel, workshop, workshop, invited speaker, etc.) of the Autism and Music Summer School. They choose two assistants.



## **28. Who is the Chairman of the Organizing Committee?**

Çanakkale Onsekiz Mart University Graduate Education Institute Music Department graduate student Didem Çetinkaya is the head of the Organizing Committee of the Autism and Music Summer School.

## **29. What are the Duties of the Vice Presidents of the Organizing Committee?**

They assist the organizing committee chair in all components and processes of the Summer School. They can preside over sub-committees to be formed. In the absence of the President, they can represent themselves as a proxy.

## **30. Who are the Vice Presidents of the Organizing Committee?**

Canakkale Onsekiz Mart University Graduate Education Institute Music Department graduate students İpek Aktürk and Doğukan Irmak are the vice chairmen of the Organizing Committee of the Autism and Music Summer School.

### 31. What are the Duties of the Organizing Committee?

In order to plan and conduct the Autism and Music Summer School in a healthy way, it deals with all administrative and technical works related to the organization such as hospitality, accommodation, promotion, supply of equipment, presentation, location determination, food and beverage, use of virtual environments, expenditure, accounting, orientation, service procurement. With the recommendation of the organizing committee chairman and the chairman of the scientific committee, new members can be recruited with the approval of the executive committee.



### 32. Who is on the Organizing Committee?

Undergraduate and graduate students receiving professional music education, amateur or professional music educators, members of non-governmental organizations interested in autism and music can be members of the organizing committee.

### 33. Who are the Members of the Organizing Committee?

Ayşegül Göklen / Çanakkale Onsekiz Mart Üniversitesi State Conservatory Prelector  
Güldane Evginer / Çanakkale Onsekiz Mart Üniversitesi State Conservatory Lecturer  
Ali Çetinkaya / Music Teacher At Ministry Of National Education  
Meliha Beyza Şahan / Afyon Kocatepe University Graduate student  
Rümeysa Çalışkan / Afyon Kocatepe University Postgraduate student  
Sergen Sağdıç / Çanakkale Onsekiz Mart University Postgraduate student



### 34. How to Provide Training and Experience of the Organizing Committee?

Autism and/or scientists specializing in autism and music train the members of the organizing committee on different topics, online or face-to-face. It is aimed to gain knowledge and skills such as how to behave, communication, and what to do in a crisis. This training continues at regular intervals before each summer school.

### **35. What are the Duties of the Chairman of the Scientific Committee?**

The chairman of the scientific board is determined by the executive board. They are responsible for the academic functioning of the Autism and Music Summer School. They ensure the healthy functioning of the scientific committee. They decide whether the academic activities (conferences, seminars, workshops,



workshops, invited speakers, etc.) recommended for the Autism and Music Summer School are suitable for the purpose of the summer school, in consultation with the scientific committee and the executive committee. They can establish subcommittees if necessary. They work in harmony with the chairman of the organizing committee and the chairman of the executive committee.

### **36. Who is the Chairman of the Scientific Committee?**

Anadolu University Faculty of Health Sciences Department of Language and Speech academic member Prof. Dr. Şükrü Torun is the Chairman of the Autism and Music Summer School Science Board.

### **37. What are the Duties of the Scientific Committee?**

Evaluating the proposals regarding the summer school from an academic point of view, it can decide to accept or reject it to be presented, exhibited or published at the event. Members of the scientific committee are elected by the executive committee upon the recommendation of the chairman of the scientific committee. Attention is paid to the fact that the members have worked in the field of autism and/or autism and music through their academic and professional productions..

### **38. Who are on the Scientific Committee?**

Ahmet Kontrot / Üsküdar University  
Atilla Çavkaytar / Maltepe University  
Cafer Yıldırım / Eskişehir Osmangazi University  
Çiğdem Nilüfer Umar / Çanakkale Onsekiz Mart University  
Derya Genç Tosun / Eskişehir Osmangazi University  
Emel Funda Türkmen / Çanakkale Onsekiz Mart University  
Ersin Ufuk Timuçin / Maltepe University  
Gülben Bozkuş Genç / Anadolu University  
Hanefi Özbek / İzmir Bakırçay University  
Levent Öztürk / Trakya University  
Lilian Maria Tonella Tüzün / Anadolu University

Merve Eken Küçükkaksoy / Çanakkale Onsekiz Mart University  
Michael J. Silverman / University of Minnesota College of Liberal Arts  
Muzaffer Çorlu / Ghent University  
Nergis Ramo Akgün / Çanakkale Onsekiz Mart University  
Orçun Berrakçay / İzmir Demokrasi University  
Salih Rakap / Ondokuz Mayıs University  
Seray Olcay / Hacettepe University  
Sezgin Vuran / Anadolu University  
Sinan Kalkan / Çanakkale Onsekiz Mart University  
Şehrinaz Gündüz / İskenderun University  
Şerife Yücesoy Özkan / Eskişehir Osmangazi University  
Şükrü Torun / Anadolu University  
Tayfun İlhan / Music and Fine Arts University  
Uğur Türkmen / Çanakkale Onsekiz Mart University  
Zafer Kurtaslan / Music and Fine Arts University

### **39. Who are Autism and Music Summer School Counsellors?**

Ankara Music and Fine Arts University Faculty Member Prof. Dr. Zafer Kurtaslan and Çanakkale Onsekiz Mart University State Conservatory lecturer Ayşegül Göklen are the advisors of the summer school.

### **40. What are the Duties of Autism and Music Summer School Counsellors?**

Autism and Music Summer School Advisor is determined by the executive board. They are responsible for the functioning of the “music area” of the Autism and Music Summer School. They decide in consultation with the scientific committee and the executive committee whether the activities in the field of music (education, concert, concert, masterclass, etc.) proposed to the Autism and Music Summer School are suitable for the purpose of the summer school. They can establish subcommittees if necessary. They work in harmony with the chairman of the scientific committee, the chairman of the organizing committee and the chairman of the executive committee.

### **41. What are the Duties of Volunteers?**

In order to carry out the Autism and Music Summer School in a healthy way, it works in harmony with the members of the organizing committee in all matters related to the organization. Each of the students with autism participating in the summer school is given one (1) and two (2) volunteers in case of need. Volunteer stays with the individual with autism in communication with the head of the organizing committee and the family before, during and after the summer school. New members can be recruited with the approval of the Executive Board, especially with the recommendation of the Chairman of the Organizing Committee and the Chairman of the Scientific Committee.

#### 42. How are Volunteers Appointed?

The volunteers of the students with autism who attend the summer school consist of undergraduate and graduate students who receive professional music education, and music educators who give amateur or professional music education. Special education students and members of non-governmental organizations



can also be included in the system if there is an application with these volunteers and if deemed appropriate.

#### 43. Who are the Volunteers?

Arda Mehmet Güneş / Çanakkale Onsekiz Mart University

Birsen Dinler / National Education Directorate

Damla Mutlu / Çanakkale Onsekiz Mart University

Dilşad Ağırbaşı / Afyon Kocatepe University

Ekim Ekin / Çanakkale Onsekiz Mart University

Ezgi Göksel / National Education Directorate

Hafize Yeşilbaş / Çanakkale Onsekiz Mart

University

İlknur Mert / Çanakkale Onsekiz Mart University

İmren Öz Keser/ Çanakkale Onsekiz Mart University

Meliha Beyza Şahan / Afyon Kocatepe University

Nilay Özen / Çanakkale Onsekiz Mart University

Öykü Adaş / Çanakkale Onsekiz Mart University

Selvi Sıla Boy / Çanakkale Onsekiz Mart University

Sultan Karabaş / Nurse

Turgay Özbodur / National Education Directorate

Ulviye Çalıdağ / Çanakkale Healthcare Professionals and Retirees Association

Zeynep Sıla Benli / Çanakkale Onsekiz Mart University



#### 44. What is the Training Process of Volunteers?

Autism and/or scientists specialized in autism and music train volunteers online or face-to-face on different topics. It is aimed to gain knowledge and skills such as how to behave, communication, and what to do in a crisis. Volunteers continue this training at certain intervals before each summer school.

#### 45. How are Educators Appointed?

It consists of music educators who provide vocational music education for autistic students who attend the summer school, such as instrument, voice, accompaniment, theory and solfeggio, choir, game and dance, rhythm, which will contribute to the development of autistic students in

both musical and other areas. Educators must have graduated from one of the institutions providing vocational music education.

#### 46. Who are the Educators?

While some of our educators are constantly in the system, some of them have entered from time to time.

Ali Çetinkaya / Ministry of Education  
Ayşegül Göklen / Çanakkale Onsekiz Mart University  
Aytaç Aydoğdu / Çanakkale Onsekiz Mart University  
Bahadır Çokamay / Çanakkale Onsekiz Mart University  
Derya Kaya / Ministry of Education  
Eda Delikçi / Çanakkale Onsekiz Mart University  
Emel Funda Türkmen / Çanakkale Onsekiz Mart University  
Fatma Nurdan Kırpık / Kafkas University  
Filiz Yıldız / Afyon Kocatepe University  
Güldane Evginer / Çanakkale Onsekiz Mart University / BİLSEM  
Doğukan Irmak / Çanakkale Onsekiz Mart University  
İlker Çıplak / Ministry of Education  
İlter Cebeci / Çanakkale Onsekiz Mart University  
İpek Aktürk / Çanakkale Onsekiz Mart University  
Merve Çokamay / Çanakkale Onsekiz Mart University  
Muzaffer Soner Yılmaz / Çanakkale Onsekiz Mart University  
Orçun Berrakçay / İzmir Demokrasi University  
Rumeysa Çalışkan / Afyon Kocatepe University  
Senem Zeynep Ercan / Çanakkale Onsekiz Mart University  
Sergen Sağdıç / Çanakkale Onsekiz Mart University



#### 47. What is the Training Process of Educators?

Autism and/or scientists specializing in autism and music teach summer school educators online or face-to-face on different topics. Educators who are experts in the field of music education are also used in the process. Autism and Music Summer School educators are expected to be in unity and solidarity in words, work, attitudes, and behaviours.

The following goals are set in the training of educators:

- Planning and Organizing Autism and Music Education,
- Theoretical and Applied Skills,
- Music Culture,
- Monitoring and Evaluating the Autistic Student,
- Autism and Music Summer School- Family-Society and Interdisciplinary Cooperation,
- Providing Professional Development in the Field of Autism and Music.



#### 48. Who Were the Participating Students in the II. Autism and Music Summer School/2022?

*Ahmet Mert Yalçın*  
*Ayşe Beren Altuncu*  
*Batuhan Kil*  
*Beril Zorlu*  
*Buğra Çankır*  
*Burak Berk Boyar*  
*Caner Serin*  
*Çağrıhan Atyıldız*  
*Denizhan Yalçinkaya*  
*Emir Giray Göksal*  
*Koral Erdeniz*  
*Metehan Dereli*  
*Recep Ege Altıncioğlu*  
*Taylan Hartavi*  
*Yağız Eruslu*



#### 49. Who Were the Participating Families of the Autism and Music Summer School?

24 family members of our 15 students attended the event.

*Adnan Dereli*  
*Aydın Kil*  
*Ayşegül Göksal*  
*Azmi Serin*  
*Begüm Aytemur*  
*Bilal Yalçın*  
*Cihat Atyıldız*  
*Doğan Zorlu*  
*Emel Yalçın*  
*Fadime Hartavi*  
*Filiz Serin*



*Hakan Göksal  
Hülya Boyar  
Kemal Çankır  
Muharrem Altuncu  
Nilüfer Altuncu  
Öznur Kil  
Sait Özmen Eruslu  
Sevim Erdeniz  
Seyhan Erdeniz  
Yasemin Atyıldız  
Yeliz Eruslu  
Yeşim Zorlu  
Zeynep Koyunseven*



## **50. How is the Training Process of Families?**

Information meetings are held by experts in the field in order to guide families participating in the Autism and Music Summer School. This activity is important for the summer school process to be more qualified.

## **51. What are the Expectations from Educators?**

An Example of Educator Readiness for “Violin”

*History of Violin Education*

*Necessary Features of a Good Violin*

*Conservation of Violin and Broadcast*

*Age of Violin Education*

*Behaviours in the Violin Education Process*

*Purposes*

*Principles*

*Methods*

*Tools and Working Environment*

*Body and Violin Relationship*

*(Condition of the Body and Holding the Instrument)*

*Left Hand - Left Arm*

*Wrist, Hand, Fingers,*

*Intonation (Sound Cleanliness, Voice Accuracy)*

*Changing Position (Position)*

*Dual Voices*

*Decorations (Bumps, Mordants, Grubettos, Trills)*

*Pizzicato*

*Flood*

*glissando*

*Vibrato (Hand - Arm - Finger Vibratos)*

*Bow Hold, Finger, Hand and Arm Positions*

*Positions on Broadcast Wires*

*Bow Techniques*

*Legato - Detache – Martele – Staccato – Colle – Spiccato – Sautille - Ricochet  
Accords*

*The Importance of Deciphering and Reading Notes in Violin Education*

*The Challenges of Working with Students Who Play by Ear in Violin Education*

*Challenges Encountered by Students Beginning the Violin in Violin Education*

*Common Mistakes in Violin Education*

*Inattention, Technical Inadequacy, Duration of the Program, Readiness of the Student, Unplanned Education*

*Measurement and Evaluation in Violin Education*

*Education of Young Children in Violin Education*

*Working Hours in Violin Education*

*Physical Characteristics of the Student in Violin Education*

*Motivation in Violin Education*

*Different Learning Models in Violin Education*

*The Place and Importance of Scale Studies in Violin Education*

*The Place and Importance of Etude Studies in Violin Education*

*The Place and Importance of Sequencing in Violin Education*

*Methods to be Used in Violin Education*

*Teaching Styles in Violin Education*

*Teacher-Student, Teacher-Family Relations in Violin Education*

*Playing Together in Violin Education*

*Concert, Concert Events in Violin Education*

*The Subject of Memorization in Violin Education*

*Virtuosos in Violin Education*

*Nuances in Violin Education*

*Speed Terms in Violin Education*

*Problems Encountered in Violin Lesson Examinations Under the Supervision of the Commission*

*The Place and Importance of Instrument Pedagogy in Violin Education*

*Attitudes and Behaviours of Female or Male Violin Educators Regarding Contemporary Violin Education*

*Performance Monitoring Chart for Measuring Violin Lesson Goals*

*Analysis and Evaluation of Violin Methods Based on Instrument Pedagogy*

*A Study on Violin Instrument Pedagogy Course Content*

*An Investigation on Determining the Goals of Violin Education in Conservatories and Other Institutions*

*Providing Vocational Music Education and, of course, "Private Institutions"*

*Works Performed According to Classes in Violin Education in Conservatories and Other Institutions*

*Providing Vocational Music Education*

*Assessment and Evaluation in Violin Education*

*Self-Evaluation Form*

*Student Observation Form*

*Project Evaluation Scale Form*

*Peer Review Form*

*Portfolio Content-Portfolio Evaluation Form*

*Attitude Scale*

## **52. How is the Autism and Music Summer School Process Planned?**

The executive of the project, the chairman of the organizing committee and the vice presidents make an annual business plan and submit it to the approval of the executive committee.



On the last Wednesday of every month, at 21.00, the project manager, the chairman of the organizing committee and the vice-presidents hold an evaluation meeting.

One month after the end of the Summer School, separate meetings are held with the scientific committee, the organizing committee, volunteers, families, educators, and executive committee members. Summer School is evaluated. The report is prepared.

The report is prepared by the executive of the project and the chairman of the organizing committee and presented to the executive committee.

Decisions for the next summer school are taken by holding separate meetings with all stakeholders (science committee, organizing committee, volunteers, families, educators, executive committee members) each "September".

## **53. How is Autism and Music Summer School Press Communication?**

One of the vice presidents of the organizing committee deals with social media. Keeps Facebook, Instagram, Twitter etc accounts constantly up to date. All information and documents from branches are shared as relevant and as necessary.



## **54. What is the Content of Autism and Music Summer School?**

In the summer school, education is given to students with autism who are talented in music, by expert educators in branches that deal with various aspects of music such as instrument, voice, accompaniment, choir, solfeggio, play and dance, and rhythm.

While students are doing their lessons, families participate in activities such as conferences, panels, and conversations presented by experts in their fields.

In the garden, families and their children participate together in activities such as play and dance, choir, rhythm, and music.

Lunch is eaten together.

They chat together every day at five o'clock tea.

Evening meals are free for families and children. Location and evaluations are made together with the organization and the scientific committee.

Concerts, concerts, excursions, cafes, and street tours where students with autism can express themselves are planned in the company of volunteers.

Excursions are included in the program.

## **55. How was the content of II. Autism and Music Summer School Program?**

While the students continued their classes, families participated in the activities of expert scientists. Some activities such as choir, rhythm and music were done together.

### ***Students***

*Instrument and Vocal Training*

*Accompanied Performance*

*Choirs*

*Playing and Dance in the Garden*

*Rhythm and Music*

*Solfeggio*

### ***Parents***

*Conferences*

*Choir*

*Playing and Dance in the Garden*

*Rhythm and Music*

*Brainstorming*

*Panel*

*Sharing Ideas*



## **56. Why Opening and Closing Ceremonies Matter?**

In the opening and closing ceremonies of the Autism and Music Summer School, civil servants, stakeholders with material and moral support, all participants (family members, volunteers, educators, all board members, etc.) environments of interest.



Therefore, it is carefully considered.

## **57. How are Student Concerts Planned?**

Students participating in the Autism and Music Summer School give a concert every evening at 18:00. Each participant must take the stage on the day and time allotted to them.

## **58. What is the Importance of the Gala Concert?**

Students participating in the Autism and Music Summer School are given the opportunity to take the stage in equal time. Each student sings a program (solo, duo, trio, quartet) determined by the educator.

In the same concert, participating students, families, volunteers, organizing committee and scientific committee members can all take the stage and sing the songs they learned during the summer school.

Farewell is done with a highly qualified and loving event.



## **59. What is the Importance of the Excursion?**

One of many excursion places such as Çanakkale Wars Gallipoli Historical Site, Troy Museum, Gallipoli Peninsula, Bozcaada, Gökçeada is chosen. Plans are made to go to the chosen place together.

## **60. How is the Communication with Domestic and Foreign Related Persons, Institutions and Organizations?**

Autism and Music Society is a new formation. It is not an association or foundation. In addition, the Chairman of the Executive Board, the Chairman of the Scientific Committee, the Chairman of the Organizing Committee, the Consultant Project Coordinator, and the Executive Committee have the authority to represent the Autism and Music Ensemble and make the necessary negotiations.

## **61. How is the Monitoring and Evaluation Process of Students Conducted?**

Students participating in the Autism and Music Summer School are not subject to any exams. However, every student is monitored and evaluated.

Autism and Music Summer School is an education system. This system has inputs, processes and outputs and is evaluated. The education system is inclusive, it covers the educational needs of music educators, families, volunteers, in short, all stakeholders interacting with students in the context of "autism and music" as well as students with autism.



Our goals that we want to be implemented in the education process of Autism and Music Summer School:

- 1) *Evaluation of student success,*
- 2) *Evaluation of learning deficiencies,*
- 3) *Evaluation of the training program,*
- 4) *Evaluation of student readiness level,*
- 5) *Evaluation made for the purpose of Guiding the Student,*
- 6) *Teacher evaluation.*



## 62. Which Monitoring and Evaluation Tools Will Be Developed?

Some monitoring and evaluation tools will be developed in the process in accordance with the Autism and Music Summer School education. For Autism and Music Summer School students,

- *Short answer tests,*
- *Portfolios*
- *Observation forms,*
- *Performance charts*
- *Demonstrations,*
- *Projects.*



Most importantly, self-evaluation forms for Autism and Music Summer School volunteers,

educators, families will be applied in the process and the data will be shared with the relevant people.

## 63. What are the Behaviours Targeted to be Gained in the Autism and Music Summer School Education Process?

In the education environment of the Autism and Music Summer School, the behaviours that are desired to be acquired by the students from the "music education perspective" are collected in four areas. These are,

- A) Cognitive Domain
- B) Affective Domain
- C) Psychomotor Domain
- D) Intuitive Domain.

The Autism and Music Summer School education system sets goals for all four areas. However, these targets are not ready and written yet, so they cannot



be measured and evaluated. It is thought that the summer school will make a great contribution to the studies in this field, which is a great deficiency in our country and even in the world.

#### **64. Were Autism and Music Summer School Solfeggio Classes Successful?**

Yes. The course, in which the students attended with their fellow students and included theory, sensation and solfeggio reading, was extremely successful and what was learned was exhibited in a concert. The concert, which was performed with monophonic and two-voice piano accompaniment solfeggio, impressed the whole audience, especially families.



#### **65. Were Autism and Music Summer School Individual Lessons (Instrument and Voice) Successful?**

Yes. In addition to learning new and original works, it was very productive for students to encounter new and different teaching approaches. The opportunity for educators to develop new and different strategies was seen as a separate achievement.



#### **66. Did Autism and Music Summer School Accompaniment Lessons Be Successful?**

Yes. The students were extremely pleased to hear different instruments besides their own instruments and voices. They expressed this situation verbally, with their faces and facial expressions. Different ensembles formed with instruments such as guitar, baglama, jura, three-stringed, accordion, bouzouki, rhythm, violin, and zither attracted the attention of the audience.



**67. Were Autism and Music Summer School Choir Classes Successful?** Yes. It was very entertaining for families, volunteers and board members to attend the choir lessons. The event of joy, happiness and singing together made everyone, especially the students, happy. The recitation of two-voice works impressed everyone who listened and was a bit surprised.



**68. Autism and Music Summer School Rhythm and Music Lessons Were Successful?**

Yes. It was a lot of fun for families, volunteers, and board members to participate. The event of joy, happiness and saying together made everyone, especially the students, happy.

**69. Were there any Unexpected Situations Encountered in Autism and Music Summer School?**

Yes. Some students have had periods of aggression. Temper tantrums (crying, shouting for no reason) were observed, albeit rarely. In these cases, immediate help was sought from families. The convenience of the place, the fact that families and children are in the same place almost all day and within a short distance of reach provided convenience in solving all problems. The importance of the training given to volunteers, educators, and members of the organizing committee before the summer school was once again understood.

**70. Can Autism and Music Summer School Create Employment Opportunities?**

Yes. The biggest expectation of the families is that the students are accepted to vocational music education institutions and the employment opportunities increase. Increasing public interest is the most important issue on this path. Summer School can help increase this interest.



## 71. Will Autism and Music Summer School Repertoire Be Built?

Every student in the Autism and Music Summer School can take part in the system with a repertoire suitable for the instrument and voice training they receive, regardless of genre. Rather than popular culture products, qualified works for the field are requested to be performed. However, it has emerged that new and original research should be conducted on subjects such as what professional music education repertoire will be suitable for individuals with autism and their levels.



## 72. Is There a Fee for Autism and Music Summer School?

Admission to the Summer School is free.

## 73. Are Fees Paid in Autism and Music Summer School?

The project manager, educator, scientific committee of the organizing committee, volunteers during the Autism and Music Summer School process do not get paid. A parent's statement that "*we were not seen as a customer for the first time*" made all stakeholders extremely satisfied and motivated.



## 74. Which Certificates Are Given?

A "*certificate of participation*" is given to students with autism who "actively" participate in the Summer School and take part in the entire education process, and a "*certificate of appreciation*" is given to the Summer School educators, scientific committee member, member of the organizing committee, executive committee, stakeholders and families.

Moreover, A "*certificate of appreciation*" is given to students with autism who *actively* participate in the Summer School and give concerts.

## 75. How is the Budget Provided?

In addition to official institutions, especially the Ministry and the Governor's Office, sensitive individuals, institutions, and organizations can provide budget support.

## **76. How Are Donations Collected?**

Among the most important stakeholders of the Autism and Music Summer School is the Music and Performing Arts Development Association. All budgeting of the Summer School is done by the association. Donations can be made with the phrase "To be used in the Autism and Music Summer School".

*Ziraat Bank Çanakkale Kordon Branch, Branch Code: 813*

*Account No: 97593706-5001*

*IBAN: TR38 0001 0008 1397 5937 0650 01*

*Account Name: Müzik ve Sahne Sanatlarını Geliştirme Derneği*

*Association for the Development of Music and Performing Arts*

## **77. Where is the Budget Spent?**

Website design and domain.

Travel, accommodation and food expenses of scientific committee members, educators, organizing committee, volunteers and artists coming from Turkey and abroad.

Document and document (poster, brochure, name badge, bag, certificate of appreciation and participation, table nameplates, door posters, notepads, pens, etc.) expenses.

Tea, coffee, water offerings.

Lunch.

## **78. Where Else Will the Budget Be Spent in the Future?**

Children and young people with autism who are talented in music can take private lessons in their city,

CD works,

Scientific research supports on Autism and Music,

Book studies and support on Autism and Music,

Family training kits and guides on Autism and Music,

Autism and music talent screenings nationwide.

## 79. Which sites are used by the Autism and Music Summer School?

ARI-Autism Research Institute

[www.autism.com](http://www.autism.com)

ASA-Autism Society of America

[www.autism-society.org](http://www.autism-society.org)

Autism Speaks

[www.autismspeaks.org](http://www.autismspeaks.org)

FEAT-Facilities for Effective Autism Treatment

[www.feat.com](http://www.feat.com)

First Signs

[www.firstsigns.org](http://www.firstsigns.org)

Generation Rescue

[www.generationrescue.org](http://www.generationrescue.org)

IAN-Interactive Autism Network

[www.ianproject.com](http://www.ianproject.com)

NAA-National Autism Association

[www.nationalautismassociation.org](http://www.nationalautismassociation.org)

NICHCY-National Dissemination Center for Children with Disabilities

[www.nichcy.org](http://www.nichcy.org)

Parent to Parent Program

[www.p2pusa.org](http://www.p2pusa.org)

SafeMinds

[www.safeminds.com](http://www.safeminds.com)

SARRC-Southwest Autism Research and Resource Center

[www.autismcenter.org](http://www.autismcenter.org)

TACA-Talk About Curing Autism

[www.talkaboutcuringautism.org](http://www.talkaboutcuringautism.org)

Thoughtful House Center for Children

[www.thoughtfulhouse.org](http://www.thoughtfulhouse.org)

USAAA-US Autism and Asperger Association

[www.usautism.org](http://www.usautism.org)

Unlocking Autism

[www.unlockingautism.org](http://www.unlockingautism.org)

Autism one Radio

[www.autismoneradio.org](http://www.autismoneradio.org)

Autism Podcast-Autism Research Institute

[www.autismpodcast.com](http://www.autismpodcast.com)

Autism Society of America

[www.Autism-society.org](http://www.Autism-society.org)

Autism Spot

[www.autism.spot.com](http://www.autism.spot.com)

Dan Marino Foundation

[www.chidrenett.tv](http://www.chidrenett.tv)

FAIR Autism Media (Foundation for Autism and Information Research Inc)

[www.autismmedia.org](http://www.autismmedia.org)

Schafer Autism Report

[www.sarnet.org](http://www.sarnet.org)

IDEA-Individuals with Disabilities education Act

[www.wrightslaw.com](http://www.wrightslaw.com)

Sites for behavioural training,

CARD-Center for Autism and Related Disorders

[www.centerforautism.com](http://www.centerforautism.com)

The Floortime Foundation

[www.floortime.org](http://www.floortime.org)

The Gray Center

[www.thegraycenter.org](http://www.thegraycenter.org)

PECS-Picture Exchange Communication System

[www.pecs.com](http://www.pecs.com)

RDI-Relationship Development Intervention

[www.rdiconnect.com](http://www.rdiconnect.com)

SCERTS-Social Communication Emotional Regulation and Transactional Support

[www.teacch.com](http://www.teacch.com)

ANDI-Autism Network for Dietary Intervention

[www.autismndi.com](http://www.autismndi.com)

DAN PRACTITIONER List

[www.autismi.com/dan](http://www.autismi.com/dan)

GFCF Diet

[www.gfcfdiet.com](http://www.gfcfdiet.com)

Thoughtful House Center for Children

[www.thoughtfulhouse.org](http://www.thoughtfulhouse.org)

Tohum Autism Foundation

[www.tohumotizm.org.tr](http://www.tohumotizm.org.tr)

National Autism Center

<https://nationalautismcenter.org/>

NCAEP (Center for Identifying and Disseminating Evidence-Based Practices in Autism)

<https://ncaep.fpg.unc.edu/>

The Floortime Foundation

[www.floortime.org](http://www.floortime.org)

GFCF Diet

[www.gfcfdiet.com](http://www.gfcfdiet.com)

Dan Practitioner List

[www.autismi.com/dan](http://www.autismi.com/dan)

Autism Focused Intervention Resources and Modules

<https://afirm.fpg.unc.edu/user/login>

### **80. Who is Autism and Music Summer School Legal Volunteer Counsellor?**

Gülce Nur Türkmen Yılmaz / Attorney at Law

Cevdet Yılmaz / Attorney at Law

Hanefi Özbek / Academician

### **81. Can Autism and Music Summer School Documentation?**

No. However, among our most important goals is to be accredited and to provide training and certification of "*Music Educator of Individuals with Autism*" and "*Music Volunteer of Individuals with Autism*". We are working hard for this.

### **82. What is the Address for Autism and Music Summer School Cargo Shipping and Correspondence?**

Otizm ve Müzik Topluluğu / Autism and Music Society  
Çanakkale Onsekiz Mart University State Conservatory  
Anafartalar Campus  
E-Block, 5th Floor/ Çanakkale

### **83. Autism and Music Summer School Contact Information / Websites?**

<http://otizmuzikokulu.com>

[www.otizmuzikokulu.com](http://www.otizmuzikokulu.com)

[info@otizmuzikokulu.com](mailto:info@otizmuzikokulu.com)

[otizmuzikokulu@gmail.com](mailto:otizmuzikokulu@gmail.com)

Instagram: otizmuzikokulu

Facebook: otizmuzikokulu

### **84. What are the Institutionalization Documents of Autism and Music Summer School?**

Booklets, rolls, pens, tasselled dividers, don't forget leaflets, memo pads, cloth posters, bags, promotional texts, letters are printed in accordance with recycling "*by paying attention to climate change*".

### **85. Who is the Head of Autism and Music Summer School Project Team?**

The head of the project team is Seyhan Erdeniz, the father of the autistic talent Koral Erdeniz and our executive board member.

### **86. What are the Objectives of the Autism and Music Summer School Project Team?**

To follow the announcements of institutions and organizations that provide project support in our country and in the world, to benefit from local, national and European Union programs, to develop new and original projects that can support the field of autism and music.

## 87. Who is on the Autism and Music Summer School Project Team?

Ayşegül Göklen / Çanakkale Onsekiz Mart University  
Cafer Yıldırım / Eskişehir Osmangazi University  
Güldane Evginer / Çanakkale Onsekiz Mart University  
Seyhan Erdeniz / Member of the Executive Board (Student parent)  
Şükrü Torun / Anadolu University  
Uğur Türkmen / Çanakkale Onsekiz Mart University  
Yeşim Zorlu / Member of the Executive Board (Student parent)Şükrü

### *Who is the project writing team?*

Birsen Dinler / National Education Directorate  
Didem Çetinkaya / Çanakkale Onsekiz Mart University  
Dilşad Ağırbaşı / Afyon Kocatepe University  
Doğukan İrmak / Çanakkale Onsekiz Mart University  
İlknur Mert / Çanakkale Onsekiz Mart University  
İpek Aktürk / Çanakkale Onsekiz Mart University  
Meliha Beyza Şahan / Afyon Kocatepe University  
Rumeysa Çalışkan / Afyon Kocatepe University  
Ulviye Çalıdağ / Çanakkale Healthcare Professionals and Retirees Association  
Zeynep Sıla Benli / Çanakkale Onsekiz Mart University

## 88. What Literature Does Autism and Music Summer School Benefit From?

Autism and Music Summer School follows current scientific developments in related topics. It regularly monitors important databases of national and international scientific publications. Some easy-to-read Turkish publications are listed below:

- Arıoğlu, İ. Ö. (2018). Our Probation of Autism with Serhan, Karahan Bookstore, Adana. Başar, B. (2018). Living with Autism, Alfa Publications, İstanbul.
- Benli, G. (2017). Success Stories in Autism, Ütopya Publication, Ankara.
- Borich, G.D. (2014). Effective Teaching Methods, Trans: Bahaddin Acat, Nobel Academia Publishing, Ankara.
- Büyüköztürk, Ş., Kılıç, E., Akgün, Ö. E., Karadeniz, Ş., Demirel F. (2014). Scientific Research Methods. Pegem Academia Publishing, Ankara.
- Çankır, B. Türkmen, U. (2020). Autistic But Talented, İzge Publishing, Ankara.
- Darıca, N., Abidoğlu, Ü., Gümüşcü, Ş., (2017). Autism and Autistic Children, Özgür Publishing, İstanbul. Ekici, B. (2017). Tell Me About Autism, Ekinoks Publishing House, İstanbul.
- Ergüvenç, A. (2015). Autism... Was It Necessary!, Nobel Publishing, Ankara.
- Garland, T. (2018). Autism Sensory Processing Disorder, Trans: S. Yavuz, Bilim Teknik Publishing, İstanbul.
- Girli, A., Atasoy, S. (2012) Opinions of Students with Intellectual Disability or Autistic Traits Placed in Inclusion Regarding their School Experiences and Relationships with Peers. Buca Education Faculty Journal (32), 16-30.
- Havadar, S. (2003). The Family Front of Autism, Yosun Ofset Mat. Industry Limited Company, Ankara.
- Korkmaz, B. (2017). Oh That Autism, Aba Publishing, İstanbul.
- Küçükaras, P. K. (2008). An Autism Story-Beyond Words, Kelebek Publishing, İstanbul.
- Mukaddes, N. M. (2019). Autism from Infancy to Adulthood - A Guide for Families, Nobel Med BookHouse, İstanbul.

Özbey, Ç. (2005). *Autism and Education of Autistic Children*, İnkılap Book House, İstanbul.

- Özbeç, Ç. (2009). Special Children and Therapy Methods, İnkılap Book House, İstanbul.
- Panek, R. (2018). Autistic Brain Temple Grandin, Pozitif Publishing, İstanbul.
- Quinn, C. (2017). Autism in 100 Questions, Translation Editor: Ümit Şahbaz, Anı Publishing, Ankara.
- S. Vuran, Olçay-Gül, S., Ünlü, E. (2017). Applied Behaviour Analysis. Educational Book.
- Semerci, B., Turgay, a., (2011). Attention Deficit Hyperactivity Disorder from Infancy to Adulthood, Alfa Publishing, İstanbul.
- Sönmez, V. vd. (2017). Introduction to Education Science, Anı Publishing, Ankara.
- Sucuğolu, B. (2010). Mentally Handicapped and Their Education, Kök Publishing, Ankara.
- Tezcan, M. (2017). Educational Sociology, Anı Publishing, Ankara.
- Turan, A. (2000). Children Who Speak the Love Language, Sistem Publishing, İstanbul.
- Türkmen, U. (2020). Buğra Çankır- Light of Hope, İzge Publishing, Ankara.
- Uluata, D. (2001). I am the mother of a handicapped child, Esin Publishing House, İstanbul.
- Ülker, R. (2013). Autism Spectrum Diseases and Eye, Anı Publishing, Ankara.
- Ünlü, E., Vuran S. (2019). Instructional Presentation Training Program with Discrete Essays, Vize Academia, Ankara
- Vural, İ. (2017). Autism, Evrim Publishing House, İstanbul.
- Whiffen, L. (2017). Goodbye Autism, Epsilon Publishing House, İstanbul.
- Yılmaz, F. E., Topaloğlu, G., Akyüzlüer, M. (2014) Describing the Effect of Group Music Activity on Social Skills of Children with Autism. Bartın University Education Faculty Journal 3, (1), 252-276.
- Yurteri, N., Akdemir, M. (2019). The Effect of Music Therapy on Autism Symptoms and Quality of Life in Children with Autism Spectrum Disorder. Anatolian Journal of Psychiatry, 20 (4), 436-441.

## **89. How Autism and Music Summer School Contributes to Literature and Music Science?**

Families, students, experts, members of the scientific committee, members of the organizing committee, relevant persons and institutions, volunteers, and almost all of the audience members of the Summer School can create the universe and sample from which data can be collected.

Contributing studies can be carried out by collecting data such as survey, observation, interview, content analysis, etc.

It is one of our biggest goals to be an important area for book publications, paper presentations, article publications, CD publications, projects, graduate theses.

## **90. Is There Any Concrete Output That Autism and Music Summer School Contributed to Literature?**

The article titled “*Studies to Support the Education of Individuals with Autism Talented in Music: A Case of Autism and Music Summer School*” by Ayşegül Göklen and Güldane Evginer was published in the January 2022 issue of Afyon Kocatepe University Academic Music Research Journal.

### **91. Are Autism and Music Summer School Reports Written?**

All reports prepared by the project coordinator and the head of the organizing committee are prepared regularly after each summer school and presented to the executive committee.

### **92. What are the Aims of the Autism and Music Summer School Workshops?**

The following topics are covered in the workshops:

*Strengthening the Relationship of Educators, Students, Family and Board Members,*

*Developing New and Original Lessons,*

*Planning and Developing Training Implementation Activities,*

*Developing the Content of Education,*

*Receiving Student and Parent Contributions to the Education Process,*

*Strengthening the Contribution of Education to the Student,*

*Providing Discussion and Modeling of Systems Abroad,*

*Clarifying the Contribution of Music to the Mental and Spiritual Development of the Student,*

*Music Becoming a Part of Daily Life, What Can Be Done in Cultural Interaction?*

*Discussion on Our Traditional Music and Autism and Music Summer School Repertoire*

### **93. Where are the Autism and Music Summer School Workshops Held?**

The idea of holding workshops in different universities was accepted by the executive committee.

2023 Workshop will be hosted by Anadolu University State Conservatory.

Announcements can be followed on our website.

### **94. Has the Autism and Music Summer School Education and Evaluation Regulation been Developed?**

We are currently working on it.

### **95. What are Autism and Music Summer School Concerts?**

In these concerts, first one of the families gives a speech for 15 minutes, then five (5) Autism and Music Summer School students perform two pieces each (30 minutes), and finally, a question-and-answer session is started under the management of one of the Autism and Music Summer School consultants.

In the International Hisarlı Ahmet Symposium held in Kütahya, Autism and Music Summer School Concerts were held at Balıkesir University and Trakya University and attracted a great deal of attention. The interest of the symposium participants, university academic and

administrative staff, especially special education, music education and conservatory students was very pleasing.

As an ensemble, we see every concert as a new door that opens.

In case of invitation from universities. Every ensemble member is ready to make sacrifices to perform the concerts.

#### **96. How to Collect and Store the Autism and Music Society Archive?**

One of the vice presidents of the organizing committee is responsible for the archive. All kinds of audio and visual elements are documented during the summer school. The “Autism and Music Almanac” will be published every five years.

Summer School documentary, promotional videos will be shared with interested parties as soon as possible.

#### **97. What are the Next Goals of the Autism and Music Summer School?**

- To make regular publications,
- To spread Autism and Music Summer School concerts throughout the country,
- To perform Autism and Music Summer School concerts abroad,
- To publish the Autism and Music Guide,
- To be accredited,
- To make regular visits to the Minister of National Education, the President of YÖK,
- To be a formal school.

## 98. Is there an Autism and Music Summer School Scholarship?

Yes. The Chairman of the Executive Board, Kemal Çankır, gives "Autism and Music Summer School Scholarship" on behalf of Buğra Çankır. This scholarship is given regularly to two graduate students who are found suitable by the Çankır family.

## 99. Does Autism and Music Summer School Have a Song?

The poem "Son Söz" by Veysel Sönmez, one of the most important pedagogues our country has trained, was composed by Uğur Türkmen. The composition is read by all participants at each Autism and Music Summer School Gala Concert. With this song, the beauty of being a family is experienced.

### SON SÖZ

Söz: Veysel SÖNMEZ  
Müzik: Uğur TÜRKMEN

Orta Hızda

Ez gi ler de e sen rüz gar bes te ler le ya ğan yağ mur

Yü rek le re be yin le re bö cek ler den çi çek ler den

sev gi ge tir bil gi ge tir öz gü r lük ver ne o lur

sev gi ge tir bil gi ge tir öz gü r lük ver ne o lur

İ yi lik le yı ka bi zi a rıt ar tık kö tü lük ten

Bir kez da ha bin kez da ha son su za dek ve ye ni den

bir kez da ha bin kez da ha son su za dek ve ye ni den

İşıl ışıl yanan kitap, nota nota çalan rebab  
Atomlardan, bencillikten, densizlikten, zevksizlikten  
Adalet ver, kolla bizi bilgisizlikten, erdemsizlikten  
Bir kez daha  
Bin kez daha  
Sonsuza dek ve yeniden

Bilinçlerle doğan güneş, sevinçlerle yanan ateş  
Kör gözlere, viedanlara, ışık yüklü bilgilerden  
Hoşgörü ver, güzellik sun, tüm dünyalar olsun kardeş  
Yedi renkle donat bizi, sonra geçir imbiklerden  
Bir kez daha  
Bin kez daha  
Sonsuza dek ve yeniden

Lyrics: Son Söz / Last Word

*Ezgilerde esen rüzgâr, bestelerde yağan yağmur,  
Yüreklere, beyinlere, böceklerden çiçeklerden  
Sevgi getir, bilgi getir, özgürlük ver ne olur  
İyilikle yıka bizi, arıt artık kötülükten  
Bir kez daha  
Bin kez daha  
Sonsuza dek ve yeniden*

*Işıl ışıl yanan kitap, nota nota çalan rebab,  
Atomlardan, bencillikten, densizlikten, zevksizlikten  
Adalet ver, kolla bizi, bilgisizlikten, erdemsizlikten  
Bir kez daha  
Bin kez daha  
Sonsuza dek ve yeniden*

*Bilinçlerde doğan güneş, sevinçlerle yanan ateş  
Kör gözlere, vicdanlara, ışık yüklü bilgilerden  
Hoşgörü ver, güzellik sun, tüm dünyalar olsun kardeş,  
Yedi renkle donat bizi, sonra geçir imbiklerden  
Bir kez daha  
Bin kez daha  
Sonsuza dek ve yeniden*

*The wind blowing in tunes,  
The rain falling on the compositions,  
From insects from flowers to hearts to brains  
Bring love, bring knowledge, give freedom  
Wash us with goodness, purify us from evil  
Once more,  
A thousand times more,  
Forever and again.*

*The book burning brightly, the rebab playing note by note,  
Give justice, watch over us from ignorance, from unvirtuousness  
Rebuild us, from selfishness, from laziness, from tastelessness.  
Once more,  
A thousand times more,  
Forever and again.*

*The sun rising in consciousness, the fire burning with joy  
From light-laden wises to blind eyes, consciences  
Give tolerance, give beauty, let all the worlds be siblings  
Furnish us with seven colours, then pass us through the retorts  
Once more,  
A thousand times more,  
Forever and again.*

Translated by: Gökçe Nur Türkmen

## 100. Does Autism and Music Summer School Have a Poem?

Yahya Kemal Beyatlı's poem "Song of the Sea" is very meaningful for "Autism and Music Family".

*Dolu rüzgârla çıkıp ufka giden yelkenli!  
Gidişin seçtiğin akşam saatinden belli.  
Ömrünün geçtiği sahilten uzaklaştıkça  
Ve hayâlinde doğan âleme yaklaştıkça,  
Dalga kıvrımları ardında büyür tenhâlık  
Başka bir çerçevedir, git gide dünya artık.  
Daldığın mihveri, gittikçe, sarar başka ziya,  
Mavidir her taraf, üstün gece, altın derya...*

*With a swell wind, sails a boat to the horizon!  
As you choose to sail at dusk, departure becomes clear  
From the shores you spent your life, you disappear  
And approach to the realm born within your spectre,  
Solitude grows behind the winds of waves  
Slowly, the world becomes a different place  
Around you, gradually, a different light appears,  
Everywhere is blue, above the night, below the sea...*

*Yol da benzer hem uzun, hem de güzel bir  
masala  
O saatler ki geçer baş başa yıldızlarla.  
Lâkin az sonra leziz uyku bir encama varır,  
Hilkatin gördüğü rüya biter, etraf ağarır.  
Som gümüştten sular üstünde, giderken ileri  
Ta uzaklarda şafak bir bir açar perdeleri...  
Musikisiyle bir âlem kesilir çalkantı,  
Ve nihâyet görünür gök ve deniz saltanatı.*

*And the path is a tale, long and beautiful,  
The hours pass tete-a-tete with stars,  
The sweet sleep soon comes to an end  
Nature's dream ends, the sky lightens,  
Moving forward on the pure silver waters,  
Far away, one by one, the dawn opens the curtains...  
With its melody, upheaval becomes a world on its own  
And finally becomes apparent the reign of skies and  
seas.*

*Girdiğin aynada, geçmiş gibi diğer küreye,  
Sorma bir saniye, şüphyle, sakın: "Yol  
nereye?"  
Ayılıp neşeni yükseltici sarhoşluktan,  
Yılma korkunç uçurum zannedilen boşluktan  
Duy tabiatta biraz sen de ilâh olduğunu,  
Ruh erer varlığının zevkine duymakla bunu.*

*Inside the mirror, you enter, as if you passed into the  
other sphere  
Never distrustfully ask, beware, "to where?"  
As you recover from the merriment of drunkenness,  
Do not fear the emptiness believed to be a dreadful abyss  
Feel that in nature you are also omniscience,  
The soul thus attains the bliss of its existence.*

*Çıktığın yolda, bugün, yelken açık, yapyalnız,  
Gözlerin arkaya çevrilmeyerek, pervasız,  
Yürü! Hür maviliğin bittiği son hadde  
kadar!...*

*On the road you have taken, the boat is clear, all alone,  
Do not look back, be fearless,  
Move on! Right farthest where freedom of blue ends!...*

*İnsan, âlemde hayâl ettiği müddetçe yaşar.*

*One lives as long as one dreams...*

Translated by: Gökçe Nur Türkmen

