

◀ **Special Education Music Therapy 101** ▶
a beginners guide to music therapy in schools
from Music Therapy Joy



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INTRODUCTION

Hey Music Therapist!

I'm so glad you've found a niche practicing music therapy in the school setting! I love the opportunity music therapy services in schools provide to deeply invest in students and teachers, mastering goals and changing lives, all while we are "at play!" While the information provided here is intended to get you off to a good start as you pursue music therapy in schools, it is not a substitute for your own continued research and professional development. I feel confident that pursuing those will come naturally to you as you strive to provide the highest quality of evidence-based services using best practice!

EnJOY!

<3 Patina Joy

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- Models of Music Therapy Services in Schools
- IDEA and Related Services
- Terminology
- Assessments
- Additional Documentation
- Instrument Start-Up List
- Additional Resources and Links



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MODELS OF MUSIC THERAPY SERVICES IN SCHOOLS

The following are examples of music therapy models in schools. Models vary with each district based on the unique needs of their students.

- **Related Service ::** Music Therapy is considered a Related Service. IDEA defines related services as “transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.” (IDEA 2004 - Sec. 300.34 Related services. (a) General.) It further clarifies, mentioning music therapy by name, in the “Questions and Answers On IEPs, Evaluations, and Reevaluations. Question E-1.” In this way, music therapy is protected as a necessary related service if it is “required to assist {the} child to benefit from special education.” Music therapy as a related service can take the form of a one-on-one direct service to the student, a small group direct service (if the group setting is beneficial to progress), or consult services to the teacher.
- **Direct Service Model ::** Some districts utilize a purely direct service model of music therapy. In this model, students receive direct music therapy services as outlined in his/her IEP (Individualized Education Plan). These students are identified based on an evaluation referral by the IEP team (also referred to as an ARD committee, ARC etc., depending on the state you serve) or, if requested, as part of their Full and Individual Evaluation. If, upon completion of a music therapy assessment by a Board-Certified Music Therapist, the student qualifies for music therapy services, the Music Therapist, in conjunction with the IEP team, determines which goals in the student’s IEP will be best served through music therapy. The team then determines the amount of service required to assist with the determined goals. The music therapists continue to provide services and attend IEP meetings and evaluation planning meetings for these students until they are dismissed.
- **Program Model ::** Some districts utilize a program model of music therapy. In this model, the district collaborates with the music therapy team to determine which classroom types will benefit from music therapy intervention. The music therapists regularly conduct music therapy sessions in the designated classrooms. In consult-to-program, those sessions intentionally serve as models for the classroom staff to carry out between music therapy sessions. The music therapists may also provide a variety of resources to the teachers to access in between visits. This collaboration allows for daily use of music therapist-designed strategies, and therefore maximizes the students’ education. With this model, pre-determined



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classrooms are served as a whole, therefore music therapy may not be specifically listed in those students' IEP, even though they receive regular services.

- **Consult Services ::** Some districts provide consult services, either as part of a program-based model or as listed in the student's IEP as a related service. These services may be administered in a variety of ways, depending on student and staff need. Consult services may include: providing music therapist-designed strategies and materials to educational staff, providing a music therapy session to a student or classroom with the intent to educate the teacher on how to utilize music-therapist designed strategies on a regular basis, or answering questions the educational staff may have regarding music therapy for their students.
- **Hybrid ::** It is also important to note that many districts provide a hybrid of two or more of the previous models, depending on the unique needs of the students and educational staff in their district. Differ to your district's administration for their expectations, providing them with your professional opinion, available research and IDEA references.



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The Individuals with Disabilities Education Act (IDEA)

“The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.”

- U.S. Department of Education (<https://sites.ed.gov/idea>)

:: IDEA and RELATED SERVICES ::

IDEA Regulations :: Part B :: Subpart A :: Sec. 300.34 Related services.

(a) General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Individuals with Disabilities Education Act, 20 U.S.C. § 300.34 (a)

<http://idea.ed.gov/uploads/finalregulations.pdf> (pp. 222-223)

Later, an IDEA Questions and Answers document further clarifies related services to specifically name music therapy:

IDEA Questions and Answers on IEPs, Evaluations and Reevaluations :: E-1

Question E-1: Can artistic and cultural services, such as *music therapy*, be considered related services under the IDEA? If so, are there qualifications in the IDEA for personnel to provide such services as related services?

Answer: Related services means transportation and such developmental, corrective, and other supportive services *as are required to assist a child with a disability to benefit from special education*. Related services can include artistic and cultural services that are therapeutic in nature, regardless of whether the IDEA or the Part B regulations identify the particular therapeutic service as a related service. The Department's long-standing interpretation is that the list of related services in the IDEA and the Part B regulations is not exhaustive and *may include other developmental, corrective, or*



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supportive services (such as artistic and cultural programs, art, music, and dance therapy), if they are required to assist a child with a disability to benefit from special education in order for the child to receive FAPE. As is true regarding consideration of any related service for a child with a disability under Part B of the IDEA, the members of the child's IEP Team (which include the parents, school officials, and whenever appropriate, the child with a disability) must make individual determinations in light of each child's unique abilities and needs about whether an artistic or cultural service such as music therapy is required to assist the child to benefit from special education.

If a child's IEP Team determines that an artistic or cultural service such as music therapy is an appropriate related service for the child with a disability, that related service *must be included in the child's IEP* under the statement of special education, related services, and supplementary aids and services to be provided to the child or on behalf of the child. 34 CFR §300.320(a)(4). *These services are to enable the child to advance appropriately toward attaining the annual goals, to be involved and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities, and to be educated and participate with other children with and without disabilities in those activities.* 34 CFR §300.320(a)(4)(i)-(iii). If the child's IEP specifies that an artistic or cultural service such as music therapy is a related service for the child, that related service must be provided at public expense and at no cost to the parents. 34 CFR §§300.101 and 300.17.

Regarding the question about personnel qualifications for providers when an artistic or cultural service such as music therapy is considered a related service, Part B of IDEA does not prescribe particular qualifications or credentials for personnel providing special education and related services. Under 34 CFR §300.156(a), each SEA must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of Part B of the IDEA are appropriately and adequately prepared and trained. This responsibility includes ensuring that the qualifications for related services personnel and paraprofessionals are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services. 34 CFR §300.156(b)(1). In addition, the SEA must ensure that related services personnel who deliver services in their discipline or profession meet applicable State qualification standards and have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis. 34 CFR §300.156(b)(2)(ii). *Therefore, if a child's IEP includes an artistic or cultural service such as music therapy as a related service, the SEA would be responsible for ensuring that the child received that service from appropriately and adequately trained personnel, consistent with 34 CFR §300.156(b).*

IDEA Questions and Answers on IEPs, Evaluations and Reevaluations :: E-1

http://idea.ed.gov/uploads/IEP.Q&A_September_2011_FINAL.pdf (pp. 22-23) *(emphasis added)*



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TERMINOLOGY

Here are some common special education acronyms and terms!

Please note: this is not an exhaustive list and definitions are intended to serve as a brief description, not a thorough overview. Terms may vary from state to state.

Acronyms Describing Students and Diagnoses:

- ADHD :: Attention Deficit/Hyperactivity Disorder
- AI :: Auditory Impairment
- AU :: Autism
- DB :: Deaf/Blind
- DD :: Developmental Disabilities
- ED :: Emotional Disturbance
- ELL :: English Language Learner
- HI :: Hearing Impairment
- ID :: Intellectual Disability
- MD :: Multiple Disabilities
- OHI :: Other Health Impairment
- OI :: Orthopedic Impairment
- SI :: Speech Impairment
- SLD :: Specific Learning Disability
- PDD-NOS :: Pervasive Developmental Disorder - Not Otherwise Specified
- TBI :: Traumatic Brain Injury
- VI :: Visual Impairment

Acronyms Representing Special Education Laws, Rights and Organizations:

- ADA :: Americans with Disabilities Act of 2008
- CPS :: Child Protective Services
- FAPE :: Free Appropriate Public Education
- FERPA :: Family Educational Rights and Privacy Act
- IDEA :: Individuals with Disabilities Education Act
- LRE :: Least Restrictive Environment
- NCLB :: No Child Left Behind

Special Education Staff:

- APE :: Adapted Physical Education
- AT :: Assistive Technology (also the name of the service)
- Behavior Specialist
- Diagnostician
- IHT :: In-Home Trainer
- LSSP :: Licensed Specialist in School Psychology
- O&M :: Orientation & Mobility Specialist
- OT :: Occupational Therapist



For additional resources and strategies, visit www.musictherapyjoy.com

- PT :: Physical Therapist
- Special Education Teacher
- Teacher of the Visually Impaired (TVI)
- Teacher of the Deaf and Hard of Hearing

Classrooms and Programs:

- EC :: Early Childhood :: services designed for ages 3-5 years
- ECI :: Early Childhood Intervention :: services designed for ages birth-6 years who are high risk/have developmental delays/disabilities
- ESL :: English as a Second Language :: services for students whose primary language is not english
- ESY :: Extended School Year :: services provided when school is not in session to maintain progress (prevent regression) toward IEP goals
- HB :: Homebound Program :: services provided to student in-home
- PPCD :: Preschool Program for Children with Disabilities :: In Texas, special education and related services for students with disabilities ages 3-5 years
- Self-Contained Classroom :: a classroom made up of students with special needs where a special education teacher provides instruction
- Inclusion/Mainstreaming :: students with special needs participate in the general education classroom

Assessments, Plans and Processes:

- FBA :: Functional Behavior Assessment :: an assessment to determine the potential cause of detrimental behaviors
 - BIP :: Behavior Intervention Plan :: a plan based on FBA to replace detrimental behaviors with positive behaviors
 - PBS :: Positive Behavioral Supports :: strategies to bring positive change in behaviors
 - ABA :: Applied Behavior Analysis :: discipline to understand/bring positive change in behaviors
- FIE :: Full Individual Evaluation :: an assessment to determine eligibility for special education and related services
 - DNQ :: Did Not Qualify
- IEE :: Independent Educational Evaluation :: an outside evaluation that is requested in addition to the evaluation provided by the public school
- IEP :: Individualized Education Program :: a plan that outlines student needs, goals and special education services
- IFSP :: Individual Family Service Plan :: a plan for services for students ages birth-3 years
- ITP :: Individual Transition Plan :: a plan that outlines goals for the students future beyond secondary education
- PLAAFP :: Present Level of Academic Achievement and Functional Performance :: a baseline description of student's abilities
- REED :: Review of Existing Evaluation Data :: a review of current data to determine if additional data is needed
- RTI :: Response to Intervention :: a systematic approach to target and improve specific areas where students are struggling



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ASSESSMENTS

Music Therapists may be expected to complete assessments as part of various special education evaluation process, such as:

- **FIE :: Full Individual Evaluation** :: an assessment to determine eligibility for special education and related services completed at least every 3 years (i.e. a student is identified as possibly needing special education services and eligibility is being determined OR a student has an existing IEP and it has been 3 years since their last FIE, which warrants a new evaluation of all services, goals, etc.)
- **REED :: Review of Existing Evaluation Data** :: a review of current data to determine if additional data is needed (i.e. if during a 3-year re-evaluation the REED determines additional data is not needed, with parental consent, a summary of existing data may suffice to replace a full re-evaluation).

OR

- **Evaluation Referral from the IEP team** :: a stand alone music therapy assessment completed as an amendment to an existing IEP (i.e. a student already has an IEP in place and it is not time for their FIE to be completed again, however the IEP team has requested a music therapy assessment).
- **Transfer** :: If a student transfers to the district with music therapy services already listed in their IEP, the IEP team determines whether or not additional data is needed. In which case, the music therapist may need to complete a reevaluation.

Timeline :: Assessments must be completed within 45 school days, however the IEP team may request a shorter deadline.

Required Assessment Process :: While IDEA defines some broad recommendations on special education evaluations in general, no specific music therapy assessment process is defined.

An assessment process for music therapy services may consist of the following:

1. Formal request for assessment
2. Review of documentation
3. Interviews with parents and educational staff
4. Observation in a non-musical setting
5. Administration of the music therapy assessment
6. Preparation and presentation of documentation, report and recommendations.

The Special Education Music Therapy Assessment Process (SEMTAP) Handbook from Prelude Music Therapy uses the above steps and gives a detailed description of and guidelines for completing a music therapy assessment. For more information, visit www.preludemusictherapy.com.



For additional resources and strategies, visit www.musictherapyjoy.com

Required Assessment Format :: Each district may have specifications on what format you present the information gathered from the above process, or the software they use to formulate an IEP. Talk to your supervisor/administrators to clarify their expectations on the format of your paperwork. If you are looking for a starting place, try:

Music Therapy Joy Assessment Forms :: These fillable forms provide professional, consistent, clearly outlined digital templates for music therapy assessments that can be filled-in, saved and submitted in a variety of formats - via email, upload to your district's online system or in print, as needed (find them at www.musictherapyjoy.com/shop). Note: These forms should be used in conjunction with and NOT as a substitute for a validated assessment process, such as the Special Education Music Therapy Assessment Process (SEMTAP).

Includes:

- Thorough form (for more detail) + completed sample assessment
- Short form (more concise) + completed sample assessment

(SAMPLE :: Music Therapy Joy Assessment Forms :: thorough form, pg 1)

MUSIC THERAPY ASSESSMENT

Date of Report:
 Name:
 Date of Birth:
 Evaluator:

Gender:
 Age:
 Home Campus:
 Grade:

The purpose of this music therapy assessment is to determine if music therapy services are educationally necessary for {Student Name} to achieve {his/her} IEP goals. The following steps were taken during this evaluation in accordance with the Special Education Music Therapy Assessment Process:

Assessment Procedures	Date Completed
Formal Request for Assessment	<input type="text"/>
Information from Parent, Teacher and/or other Staff	<input type="text"/>
Review of Records and Determination of Potential Goals	<input type="text"/>
Observation in a Non-Music Setting	<input type="text"/>
Music Therapy Assessment Session	<input type="text"/>
Submission of Assessment Paperwork	<input type="text"/>
IEP Meeting	<input type="text"/>

Formal Request for Assessment

{Student Name} currently receives {List services here – i.e. special education, Speech Language Pathology, Occupational Therapy and Physical Therapy services}. {Student Name} was considered for a music therapy evaluation based on {Describe formal request information here – i.e. Prior Written



For additional resources and strategies, visit www.musictherapyjoy.com

MUSIC THERAPY ASSESSMENT

Date of Report: September 22, 2016
Name: John Smith
Date of Birth: 05/29/2010
Evaluator: Patina Jackson, MT-BC

Gender: Male
Age: 6 years
Home Campus: Great Elementary School
Grade: First

The purpose of this music therapy assessment is to determine if music therapy services are educationally necessary for John Smith to achieve his IEP goals. The following steps were taken during this evaluation in accordance with the Special Education Music Therapy Assessment Process:

Assessment Procedures	Date Completed	Assessment Procedures	Date Completed
Formal Request for Assessment	08/22/16	Music Therapy Assessment	09/19/16
Information from Parent/Staff	09/05/16	Submission of Paperwork	09/22/16
Review of Records and Goals	09/06/16	IEP Meeting	10/03/16
Non-Music Observation	09/12/16		

Summary of Information from Parents and Staff

According to information from Mrs. Smith (mother), Mrs. Doe (teacher) and Mr. Matthews (SLP), John enjoys playing outside, watching videos, deep sensory input and music. Examples of preferred music include Journey, Michael Jackson, Mickey Mouse Clubhouse music and Everything is Awesome. He responds well to routine and has been successful in learning new information using discreet trial training. He is able to speak in full sentences, however he struggles to use communication purposefully. Some of



For more information on what IDEA says regarding
EVALUATIONS, ELIGIBILITY AND IEP's, take a look at ::

IDEA Regulations :: Part B :: Subpart D :: 300.300-328
Evaluations, Eligibility Determinations, Individualized Education Programs, and
Educational Placements

<http://idea.ed.gov/uploads/finalregulations.pdf> pp. 245-253



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ADDITIONAL DOCUMENTATION

In addition to assessments, it is important to maintain documentation, in compliance with CBMT. Like assessments, each district may have specifications on what format music therapists present the information gathered.

:: PLANNING ::

How will you plan your sessions? How will you increase efficiency with a busy caseload and limited time for planning/paperwork WHILE STILL ensuring best practice and that strategies are evidence-based?

Identify your IEP goals. Then take a look at research. What are some evidence-based concepts related to my population or goal (i.e. use of repetition, visual aids, rhythm, etc.)? Next identify student or class preferences. What elements of music or therapy are effective with that student or class based on previous responses (i.e. they love shakers, they engage when dynamics change from loud to soft, their attention increases with movement, etc.)? Finally, combine the two, and, considering the time of year and classroom or campus themes, form ideas to create fantastic, creative, evidence-based strategies!

:: DATA ::

How will you efficiently take consistent and concise data? What information does it need to contain? How will you format it in order to maintain a professional appearance? What types of data will you take (i.e. consult vs. direct service; individual vs. group data)?

Your data will include identifying information, as appropriate, remembering the importance of confidentiality for any party that does not have permission to view it. You may also include shorthand of your students' IEP or classroom goals as well as the strategies you used to address those goals (to help show trends in effectiveness of various strategies). You will want a way to quickly transcribe their responses as well as any prompts/assistance you gave them to help achieve that response. Finally, you may want a place to jot quick notes to describe any important factors that go beyond the objective data. For consult data, you will also include any materials you presented or gave to the teachers!



For additional resources and strategies, visit www.musictherapyjoy.com

Music Therapy Joy Data and Planning Sheets :: Music Therapy Joy offers these templates, all in one easy pdf download to keep clean, concise music therapy data and to help you plan organized, evidence-based sessions! (find them at www.musictherapyjoy.com/shop)

Includes:

- **Strategy Brainstorm Sheet:** this form will help you organize your ideas and will prove to you that creative, goal-driven, and evidence-based strategies are achievable!
- **Strategy Plan Sheets by Month:** Once you have your strategies planned, this form will help you to put together and view session plans for four students/classrooms on one-page! Print as many as you need for the number of students/classrooms you see!
- **Monthly Quick-Reference Sheets:** Finally, once you have your session plans for the month, this form will help you to consolidate your plans into a one-page quick reference for all of your sessions! A must for the music therapist on-the-go!
- **Group Data Sheet:** Take data on multiple students in a classroom - including goals, strategies presented, prompts provided and student responses!
- **Individual Data Sheet:** Take data on 1:1 students - including goals, strategies presented, prompts provided, student responses and more room for notes!
- **Consult Data Sheet:** Take data on strategies presented to a teacher or classroom for the purpose of consult - including goals addressed, strategies presented and materials provided, as well as room for notes for teacher feedback or student responses!

(SAMPLE :: Music Therapy Joy Data and Planning Sheets)

← Strategy Brainstorm Sheet →

Goal	Research Says...	Student Preferences	Ideas

← Strategy Plan for the month of August →

Student/Class	Goal	Strategy	Materials

← Individual Music Therapy Data Sheet :

Campus: _____ Teacher: _____
Student: _____ Minutes: _____

Response Codes: Correct/Complete (✓) Incorrect/Incomplete
Prompt Codes: Verbal (V) Multiple Verbal (MV) Physical (P) No

[illegible]

Date: Notes:	Date: Notes:	Date: Notes:	Date: Notes:
-----------------	-----------------	-----------------	-----------------

◀ Consult Data Sheet ▶

Campus: _____
Student/Teacher: _____

Date & Time: _____	
Goal Addressed: _____	Goal Addressed: _____
Strategy Presented: _____	Strategy Presented: _____
Materials Provided: _____	Materials Provided: _____

Goal Addressed: _____	Goal Addressed: _____
Strategy Presented: _____	Strategy Presented: _____
Materials Provided: _____	Materials Provided: _____

Notes: _____

Date & Time: _____	
Goal Addressed: _____	Goal Addressed: _____
Strategy Presented: _____	Strategy Presented: _____
Materials Provided: _____	Materials Provided: _____

Goal Addressed: _____	Goal Addressed: _____
Strategy Presented: _____	Strategy Presented: _____
Materials Provided: _____	Materials Provided: _____



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:: ANNUAL REPORT ::

When a student's annual IEP team meeting is scheduled, you may be asked to attend or to at least submit the number of minutes you are recommending, including the format that these minutes will be presented (i.e. direct service, consult, etc.) for the student's schedule of services. You may also be asked to identify which goals in the student's IEP that you will integrate into, to share what types of strategies you will use or to give an account of the student's progress (or lack of progress) toward goals during music therapy. At this time you may also determine that music therapy services are no longer educationally necessary or no longer allow LRE, etc. In which case, you may be asked to give an explanation for the dismissal of services. It is important to remember that this is your professional recommendation, however, the IEP committee has the power to agree, disagree or alter future services. With this in mind, you may determine to have a concise, formal report to support your recommendation.

Music Therapy Joy Annual Report Templates :: These one-page fillable forms provide a professional document for you to take to students' annual IEP Team Meetings to present goals addressed during music therapy, progress or regress toward those goals since their previous Annual IEP Team Meeting, and either future goals and amount of services or justification for dismissal of music therapy services. These forms also sites IDEA codes for determination of related services. (find them at www.musictherapyjoy.com/shop)

Includes:

- Annual Report Template
- Annual Dismissal Template

Music Therapy Recommendation 2015- [Student Name]

/YY

continues to make progress on his IEP goals of: [goal 1], [goal 2], [additional goal 3]. [Name] is making progress on his IEP goals more effectively during music therapy than during non-musical instruction. Therefore, it is educationally necessary for him to receive individualized music therapy services to achieve his goals. For this reason, I recommend that [Name] continues to receive [#] minutes of direct services per [#] week. [You may enter additional information or services if necessary. If not, delete this text].

if this OR less, [Name] additionally receives classroom music therapy you may state: [Name] will also continue to receive [amount] group music therapy services with [his/her] current goals such as: [list goals] are already addressed].

any relevant personal notes about the student's progress or participation in music therapy, as needed].

Music Therapy Recommendation 2015 [Student Name]

/YY

[Name] currently receives receive [#] minutes of direct services per [#] weeks [in [amount] minutes, etc. here OR delete] to address his IEP goals of: [goal 1], [goal 2], [goal 3]. [Insert reason for dismissal (i.e. [Name] continues to make progress on his IEP goals during classroom instruction and has grown more independently and socially over the year, etc.). Therefore, it is no longer educationally necessary for him to receive individualized music therapy services to achieve his goals. For this reason, I recommend to dismiss music therapy from [Name]'s IEP. [You may enter additional information here if necessary. If not, delete this text].

Signature or delete to hand-sign, MT-BC
[Name], MT-BC
Music Therapist-Board Certified



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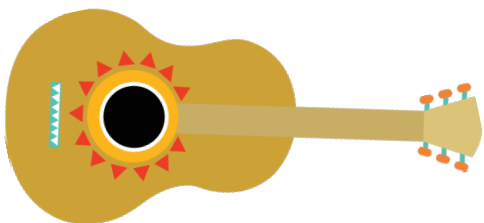
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START-UP LIST

Your collection of instruments, visual aids and manipulatives should be specific to the ages, needs and preferences of the students you see! However, this is a non-exhaustive list of common favorites to get your wheels turning!

- Accompaniment
 - Acoustic guitar
 - Ukulele
- Small Percussion
 - Egg shakers (class set)
 - Rhythm sticks (class set)
 - Bells (class set)
 - Tambourine(s)
 - Variety of other small percussion: clatterpillar, cabasas, fruit shakers, rainstick, thunder tube, stirring drum, tone block, maracas or chiquitas etc.
- Drums
 - Djembe
 - Floor tom or calling drum
 - 2-3 various sized frame drums
 - 2-3 various sized paddle drums
 - Bongos
 - Ocean Drum
- Props
 - Large Parachute
 - Scarves (class set)
 - Stretchy band
- Manipulatives
 - Variety of puppets/finger puppets/toy figurines (i.e. animals, insects, community helpers, toy cars, etc.) to coordinate with school themes and functional songs
 - Items of various textures
- Other Supplies
 - Books (Illustrated versions of familiar songs or books with rhyme/meter that can easily be adapted to music)
 - File folders, velcro and a personal laminator for creating visual aids
- Instruments for Secondary
 - Consider instruments with natural wood or neutral colors - like those their peers would use in the percussion section of the band or orchestra (i.e. LP Rain Stick or tambourine, nino small and large wood egg shakers, etc.).



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ADDITIONAL RESOURCES AND LINKS

- Fact Sheets from the American Music Therapy Association (AMTA)
 - Music Therapy and Special Education :: lists basic information relating to music therapy in special education.
https://www.musictherapy.org/assets/1/7/MT_Special_Ed_2006.pdf
 - Special Education: Music Therapy Research and Evidenced-Based Practice Support :: addresses the validity of our practice by providing definitions, information on standardization, replication and outcomes, and an overview of music therapy research relating to special education.
https://www.musictherapy.org/assets/1/7/bib_Special_Education.pdf
 - Music Therapy and Music Education :: defines and gives a rationale for music therapy in school settings, and addresses the relationship of music therapy and music education.
https://www.musictherapy.org/assets/1/7/MT_Music_Ed_2006.pdf
 - Music Therapy and Young Children :: provides a case study and quotes from professionals and families to demonstrate the importance of music therapy with young children.
https://www.musictherapy.org/assets/1/7/MT_Young_Children_2006.pdf
 - Music Therapy and Autism Spectrum Disorder :: defines ASD and provides a rationale and evidence-base for music therapy and ASD
http://www.musictherapy.org/assets/1/7/Fact_Sheet_ASD_and_MT_8-26-15.pdf
 - Autism Spectrum Disorders : Music Therapy Research and Evidenced-Based Practice Support :: addresses the validity of our practice by providing definitions, information on standardization, replication and outcomes, and an overview of music therapy research relating to Autism Spectrum Disorders. https://www.musictherapy.org/assets/1/7/bib_autism10.pdf
- Other Resources from AMTA
 - Audio File :: Parent information for music therapy and the IEP :: AMTA's Director of Government Relations, Judy Simpson, MT-BC, walks parents through the process of requesting music therapy services.
http://americaneg.vo.llnwd.net/o16/musictherapy/parent_info_iep.mp3
 - Music Therapy and ASD Strategic priority page :: provides additional research and resources related to music therapy and ASD.
https://www.musictherapy.org/research/music_therapy_and_autism_spectrum_disorder/



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- **Books**
 - **Early Childhood and School Age Educational Settings**, Editors: Marcia Earl Humpal, MEd, MT-BC and Cynthia Colwell, PhD, MT-BC 2006 :: “Music therapy experts detail all aspects of service delivery from eligibility and assessment through treatment planning and documentation.” ISBN # 978-1-884914-16-4.
 - **Music in Special Education**, By: Mary S. Adamek and Alice-Ann Darrow :: “Explains essential features of special education that are important for interdisciplinary communication and effective teaching.” ISBN #1-884914-15-2
 - **Models of Music Therapy Intervention in School Settings**, Edited by: Brian L. Wilson :: “This book addresses both theoretical issues and practical applications of music therapy in educational settings. The chapters are written by a variety of authors, each dealing with a different setting or issue. A valuable resource for demonstrating the efficacy of music therapy to school administrators and officials.” ISBN #1-884914-04-7

- **Other Resources Used/Described in this Pack**
 - **Individuals with Disabilities Education Act** ::
<http://idea.ed.gov/explore/home.html>
 - **Special Education Music Therapy Assessment Process** ::
<http://www.preludemusictherapy.com/instruct.html>
 - **Music Therapy Joy Forms** ::
<https://www.musictherapyjoy.com/shop>



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