

Student Name: _____

Fulton County Schools Music Therapy Skills Checklist for General Music Participation

Age: _____

Grade: _____

School: _____

Classroom Teacher: _____

Directions & Scoring

The following instrument is comprised of two sections: basic skills-behavioral skills necessary to be successful in the general music class and music skills. Based on the scores from these two sections, the music therapist will make a placement recommendation: 1) General Music with accommodations, 2) General Music with modifications, or 3) Music Therapy. Student must obtain a passing score on both sections of the Skills Checklist to be successful in the General Music classroom. The maximum score attainable for the basic skills section is 84. ****Need to add something referring to the scoring**** The maximum score attainable for the music skills section is 88. A score within the passing range qualifies the student for General Music with accommodations or modifications. A below passing score qualifies the student for Music Therapy.

| General Music with Accommodations | General Music with Modifications |
|--|--|
| Pre-Kindergarten: Kindergarten: 1 st Grade: 2 nd Grade: 3 rd Grade: 4 th Grade: 5 th Grade: | Pre-Kindergarten: Kindergarten: 1 st Grade: 2 nd Grade: 3 rd Grade: 4 th Grade: 5 th Grade: |

Student Name: _____

Basic Skills

Please answer the following questions on this form based on this *student's behavior in music therapy sessions*.

Circle one answer that best describes how often the behavior listed occurs.

Use the following rating scale:

Not Applicable: Due to the nature of the student's disabilities, the behavior does not apply.

Never: The behavior never or almost never happens.

Occasionally: The behavior happens some of the time.

Frequently: The behavior happens much of the time.

Always: The behavior always or almost always happens.

| This student... | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
|--|---------------------|------------|-------------------|-----------------|-------------|
| 1. Follows classroom rules and routines. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 2. Exhibits minimal disruptive behaviors. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 3. Responds appropriately to delayed contingencies. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 4. Controls perseverating behaviors. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 5. Tolerates increasing noise levels. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 6. Maintains appropriate volume levels during transitions. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 7. Maintains on-task behavior during distractions. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 8. Learns through observation of others. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 9. Raises hand to seek adult assistance. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 10. Learns targeted objectives during group instruction. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |

Student Name: _____

Music Therapy Skills Checklist 3

| | | | | | |
|---|---------------------|------------|-------------------|-----------------|-------------|
| 11. Completes grade level requirements. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 12. Communicates wants and needs. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 13. Answers simple questions. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 14. Engages in simple exchanges of conversation. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 15. Follows two-step directions presented to the class. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 16. Recalls and communicates prior class experiences. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 17. Waits quietly. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 18. Takes turns during activities. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 19. Participates in group activities. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 20. Reciprocates greetings from peers and adults. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 21. Imitates peer/teacher play and actions. | Not Applicable 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| TOTALS: | | | | | |

Basic Skills Score: _____

Student Name: _____

Music Skills

Please answer the following questions on this form based on this *student's skill level in music therapy sessions*.
 Circle one answer that best describes how often the skill listed occurs for each skill listed.

Use the following rating scale:

Not Observed: The skill has not been addressed in music therapy.

Never: The skill has not been demonstrated.

Occasionally: The skill is demonstrated some of the time.

Frequently: The skill is demonstrated much of the time.

Always: The skill is always or almost always demonstrated.

| This student... | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
|--|-------------------|------------|-------------------|-----------------|-------------|
| 1. Models/imitates rhythmic patterns using body percussion. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 2. Models/imitates rhythmic patterns using classroom instruments. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 3. Maintains a steady beat while playing. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 4. Maintains a steady beat while singing. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 5. Moves to a steady beat in music. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 6. Models/imitates long and short sounds in Music. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 7. Models/imitates beats grouped in 2's and 3's. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 8. Reads simple rhythmic notation (or prenotation as appropriate). | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 9. Models/imitates high and low pitches. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 10. Matches pitch singing simple melodies. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |

Student Name: _____

Music Therapy Skills Checklist 5

| | | | | | |
|---|-------------------|------------|-------------------|-----------------|-------------|
| 11. Sing simple songs. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 12. Models/imitates upward and downward patterns in music. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 13. Identifies steps, skips, and repeats in music. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 14. Model/imitates contrasting volumes. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 15. Models/imitates contrasting tempo. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 16. Identifies same/different patterns in music. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 17. Identifies classroom instruments by sound. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 18. Identifies classroom instruments by sight. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 19. Performs in a group (singing or playing). | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 20. Moves expressively to music. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 21. Expresses personal likes/dislikes with regard to music. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| 22. Tolerates the sound of singing and musical Instruments. | Not Observed 0 | Never 1 | Occasionally 2 | Frequently 3 | Always 4 |
| TOTALS: | | | | | |

Music Skills Score: _____

Student Name: _____

Results and Recommendations

Basic Skills Score: _____

Music Skills Score: _____

Basic Skills: pass _____ fail _____

Music Skills: pass _____ fail _____

The student is recommended for participation in the following:

_____ **Music Therapy**

_____ **General Music with accommodations**

_____ **General Music with modifications**

Teacher/paraprofessional assistance recommended: yes _____ no _____

Additional Comments and Considerations:

Music Therapist's signature: _____

Date: _____



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MUSIC THERAPY AND SPECIAL EDUCATION

- Music Therapy is considered a related service under the Individuals with Disabilities Education Act (IDEA).
- When music therapy is deemed necessary to assist a child benefit from his/her special education, goals are documented on the Individualized Education Program (IEP) as a related service intervention.
- Music therapy can be an integral component in helping the child with special needs attain educational goals identified by his/her IEP team.
- Music therapy interventions can address development in cognitive, behavioral, physical, emotional, and social skills. Music therapy can also facilitate development in communication and sensorimotor skills.
- Music therapy can offer direct or consultant services as determined by the individual needs of the child.
- Music therapists can support special education classroom teachers by providing effective ways to incorporate music into their academic curriculum.
- Music therapy involvement can stimulate attention and increase motivation to participate more fully in other aspects of the educational setting.
- Music therapy interventions apply the inherent order of music to set behavioral expectations, provide reassurance, and maintain structure for children with special needs.
- Music therapy can adapt strategies to encourage a child's participation in the least restrictive environment.

Quick Reference Guide

Common Special Education Acronyms in America

ADD - Attention Deficit Disorder
AT - Assistive Technology
BIP - Behavioral Intervention Plan
CEC - Council for Exceptional Children
DFCS - Department of Family and Children's Services
DHHS - Department of Health and Human Services
DHR - Department of Human Resources
DOE - Department of Education
EBD - Emotional and Behavioral Disorder
FBA - Functional Behavioral Assessment
HI - Hearing Impaired
IDEA - Individuals with Disabilities Education Act
IEE - Independent Education Evaluation
IEP - Individual Education Plan
IPP - Individual Program Plan
IQ - Intelligence Quotient
IST - Instructional Support Teacher
LD - Learning Disabled
LEA - Local Education Agency
LSS - Local School System
MID - Mildly Intellectually Disabled
MOID - Moderately Intellectually Disabled
MH - Mental Health
OCR - Office for Civil Rights
OHI - Other Health Impaired
OI - Orthopedically Impaired
OSEP - Office for Special Education Programs
OT - Occupational Therapy
PID - Profoundly Intellectually Disabled
PL 94-142 - Education for All Handicapped Children Act (now IDEA)
PT - Physical Therapy
SEA - State Education Agency
SID - Severely Intellectually Disabled
SLP - Speech/Language Pathologist
SSI - Supplemental Security Income
VI - Vision Impaired
VR - Vocational Rehabilitation

Fulton County Schools

Where Students Come First

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Fultonmusictherapy.org

A Quick Guide for Success in Music Education for Students with Disabilities

Amber Weldon-Stephens, EdS, MT-BC
Music Therapist, Fulton County Schools
Atlanta, Georgia

Children's Right to Music

Montreal, Quebec
February 17, 2012

Action Steps

SECTION 504

According to Section 504 of the Rehabilitation Act of 1973, a person is protected if there is a physical or mental impairment that substantially limits one or more major life activity, such as walking, seeing, hearing, and learning (Adamek & Darrow 2005). Students who are potentially eligible for accommodations under Section 504 may have the following disorders:

- Permanent or temporary medical conditions such as asthma, HIV, diabetes, cancer, broken leg
- Behavior problems
- Attention deficit hyperactivity disorder (ADHD)
- Addiction to drugs or alcohol

THINGS TO CONSIDER

- The student may have difficulty communicating with you/others
- The student may have a very short attention span
- The student may have difficulty following directions
- The student may have difficulty sequencing steps
- The student may be easily frustrated
- The student may have difficulty deciphering written symbols or academic subjects
- The student may have difficulty sitting still or exhibit impulsiveness
- The student may have very low self-esteem which has a DIRECT impact on all the above!

IMPORTANT TIPS FOR THE TEACHER

- Know what is in the student's IEP or modification sheet
- Stay in the communication "loop" with the classroom teacher
- RESET the tone in your classroom
- Think through your lesson with that child in mind – "How can I include that student?" "How can I adapt my materials/equipment for their success?"
- Measure your success "differently" with that student
- Remember to gear your lesson to their attention span not yours
- Don't be tied to the book; don't be tied to a specific book for a grade level
- Make use of alternate teaching strategies from the book
- Nothing replaces a good set of behavior management techniques
- VARY YOUR MODALITIES
- Your relationship with that student is the most important thing

BRIEF SUMMARY OF INTERVENTION TECHNIQUES

- Provide frequent positive feedback
- Make sure they are included, participating and not isolated
- Place the student in close proximity to you
- Provide physical assistance if needed
- Give them choices/offer choices or suggestions if they are having difficulty deciding themselves
- Use VISUALS!
- Pair the student with a buddy

- Give the student opportunities to interact socially
- Use color coding
- Break assignments into smaller steps

SPECIFIC EXCEPTIONALITY CONSIDERATIONS

Students with Autism - be aware of auditory stimulation and other distractions in the classroom. They respond to structure. You may find transition songs helpful. They will probably let you know (directly or indirectly) what they need; accommodate as you can.

Students with Orthopedic Impairments – be aware of how the student's physical impairments will impact their participation (movement, steady beat). They may need hand over hand or some physical assistance. You may have to make adaptations for instrument playing.

Students with Intellectual Disabilities – social interaction will be very important; pair the student with a buddy. Use positive feedback for following directions and staying on task. Provide many visual cues (pictures of what you are talking about).

Students with Learning Disabilities – as a second diagnosis – remember to reduce distractions in the room. You may find overhead projectors, SMART Boards, or charts in the front of the room very helpful. Modify color and size in your presentation.

Students with Behavior Disorders – do not engage in power struggles and avoid arguing. Be structured, be fair, and be firm. They will try and make it about YOU; however stay focused on what behaviors you need them to change. Have a time-out area away from others if possible; process afterwards. Have a fixed set of rewards and consequences. Don't take anything personally.

Fulton County Schools Music Therapy Session Plan

| Autism (AU) | | Date | |
|---|-----------|---|---|
| Theme/Unit/Focus | | | |
| Essential Question | | | |
| Introduction, Guided Practice, Evidence, and Closing | Materials | Domain (Interdisciplinary Connections) | Assessment Rubric and 7Step Key |
| | | Communication | 0 = No response/resistive to prompting 1 = Hand over hand assistance only 2 = 1-2 physical prompts 3 = 1-2 modeled prompts 4 = 2-3 verbal cues (w/ or w/o picture symbol) 5 = 1 additional verbal cue/picture cue only 6 = Initial request/music cue only I=Introduction GP=Guided Practice E=Evidence C=Closing EQ=Essential Question T/U/F=Theme, Unit, Focus |
| | | Academic | |
| | | Motor | |
| | | Emotional | |
| | | Social | |
| Objective (Review) | | Treatment Plan | |
| | | <p>COMMUNICATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Call and response songs to encourage spontaneous vocalization/verbalization <input type="checkbox"/> Songs tailored to practice articulation of the following sounds: <input type="checkbox"/> Music activities that incorporate choice making <input type="checkbox"/> Songs tailored to practice response to "Wh-" questions <input type="checkbox"/> Songs for sentence or phrase completion through verbalization/switch operation <input type="checkbox"/> Songs that encourage identifying or expressing name <input type="checkbox"/> Musical activities that support the use of sign language <input type="checkbox"/> Music activities for oral motor stimulation/exercises <input type="checkbox"/> Music activities to help distinguish between meaningful and irrelevant aural stimuli <input type="checkbox"/> Music activities that support the use of PCS <input type="checkbox"/> Songs tailored to promote eye contact <input type="checkbox"/> Music activities to improve receptive communication <input type="checkbox"/> Songs to encourage appropriate volume level <p>ACADEMIC</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attending to a music activity for a specific amount of time <input type="checkbox"/> Music activities to develop ability to follow 1, 2, or 3 step directions <input type="checkbox"/> Music activities that support sight word recognition <input type="checkbox"/> Music activities/song writing that promotes left to right progression <input type="checkbox"/> Music activities to improve 1, 2, or 3 step directions <input type="checkbox"/> Songs to teach and support mastery of the following concepts: <p>MOTOR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Playing instruments according to visual cues <input type="checkbox"/> Movement and dance to encourage natural gait, balance, and fluidity of movement <input type="checkbox"/> Use of music for tracking and locating sound source <input type="checkbox"/> Use of movement to improve body awareness <input type="checkbox"/> Music experiences that decrease hypersensitivity <ul style="list-style-type: none"> <input type="checkbox"/> aural <input type="checkbox"/> tactile <input type="checkbox"/> vestibular <input type="checkbox"/> Musical experiences that provide sensory stimulation <ul style="list-style-type: none"> <input type="checkbox"/> aural <input type="checkbox"/> tactile <input type="checkbox"/> vestibular <input type="checkbox"/> Music experiences to decrease self-stimulation <p>EMOTIONAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Musical improvisation to facilitate non-verbal expression <input type="checkbox"/> Simple song-writing as a form of self-expression <input type="checkbox"/> Use of music to facilitate relaxation <input type="checkbox"/> Use of music to decrease self-destructive behavior <input type="checkbox"/> Use of music activities to decrease ritualistic behaviors <input type="checkbox"/> Music experiences to decrease: <ul style="list-style-type: none"> <input type="checkbox"/> anxiety <input type="checkbox"/> temper tantrums <input type="checkbox"/> hyperactivity <input type="checkbox"/> perseveration <p>SOCIAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greeting songs to practice "hello," "goodbye," and names <input type="checkbox"/> Participation in performance modes <input type="checkbox"/> Musical games to practice appropriate social play <input type="checkbox"/> Musical activities that practice turn-taking <input type="checkbox"/> Learning of traditional, familiar songs <input type="checkbox"/> Music experiences that improve ability to tolerate change/transition | |
| MENC National Standards | | | |
| 1.Singing, alone and with others, a varied repertoire of music. 2.Performing on instruments, alone and with others, a varied repertoire of music. 3.Improvising melodies, variations, and accompaniments. 4.Composing and arranging music within specified guidelines. 5.Reading and notating music. 6.Listening to, analyzing, and describing music. 7.Evaluating music and music performances. 8.Understanding relationships between music, the other arts, and disciplines outside the arts. 9.Understanding music in relation to history and culture. | | | |
| Technology Integration | | | |
| Stereo | | | |
| Power Point/Projector/Activeboard | | | |
| Television | | | |
| Computer Center/Animated Listening Map | | | |
| Recording Device | | | |
| iPod/MP3 Device | | | |
| AAC Device | | | |

Music Therapy Administrator's Guide

*Children's Right to Music Conference – Montreal, Quebec
February 17, 2012*

Getting Started

- Decide the age group of special needs students to receive music therapy services.
- Determine the number of self-contained special needs classes.
- Determine the schools where music therapy services will be provided.
- The number of classes and schools will indicate the teachers needed.
- Each self-contained class receives music therapy services once per week.

Staffing

- Teachers can serve up to 30 classes (45 minutes per class) per week.
- For itinerants, travel time between schools should be included as part of the allocation
 - For example, eight schools with three self-contained classes each would require one full-time teacher, including travel time between schools when two or more schools are served in a day.

Sample Allocation Formula

| Number of classes per week | Percentage of full-time position required |
|----------------------------|---|
| 0-12 | .40 |
| 13-17 | .60 |
| 18-23 | .80 |
| 24-29 | 1.0 |
| 30-35 | 1.2 |
| 36-41 | 1.4 |
| 42-47 | 1.6 |

Other Considerations

- Certification Requirements
- Ongoing Professional Development

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