**Inclusion in Music Education**

Students with disabilities have the capacity to participate in music experiences at a variety of different levels of engagement. Music educators need to understand the students' abilities as well as areas of deficit to develop effective strategies to support students' success. The music educator should consult with special education teachers to build a repertoire of strategies for inclusion for specific students. Music educators can access additional information about students' abilities, goals, and possible accommodations when familiar with the individual student's IEP. Successful inclusive music educators develop creative approaches, maintain high expectations for their students, and utilize principles of Universal Design for Learning (UDL) to create effective learning opportunities for all students. The three guiding principles of UDL are:

1. Provide multiple means of representation – utilizing a variety of visual, auditory, and kinesthetic formats for presenting information.
2. Provide multiple means of expression – creating a variety of options for students to demonstrate knowledge and understanding.
3. Provide multiple means of engagement – developing a variety of motivating, challenging, and age/developmentally appropriate music experiences to enhance learning.

Teachers will need to develop instructional strategies to accommodate students' broad range of cognitive, behavioral, communication, physical and social abilities. *Many students with disabilities will participate at the same levels and in the same ways as their peers without disabilities; and they should be encouraged to do so. Some students will need small response accommodations in how they demonstrate competence to participate successfully in the Model Cornerstone Assessments. Students with expressive communication difficulties due to sensory or language impairments, and students who are unable to use handwriting for journaling because of motor or processing difficulties may need assistive technology devices to communicate what they know and can do. Students with more significant disabilities may need additional response accommodations. Suggestions for including students with more severe cognitive or physical disabilities are provided in the Model Cornerstone Assessments.*

**Music Education Resources for Inclusion**

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Hammel, A. & Hourigan, R. (2011). *Teaching music to students with special needs: A label-free approach.* New York: Oxford University Press.

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Ott, P. (2011). *Music for special kids: Musical activities, songs, instruments, and resources.*  Philadelphia: Jessica Kingsley Publishers.

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Useful Websites:
American Music Therapy Association at   www.musictherapy.org
National Association for Music Education at   nafme.org
Song resources for teachers at    http://www.songsforteaching.com/index.html

**Music Model Cornerstone Assessments:**
**Strategies for Inclusion in Music: *Performing***

*Introduction*
Students with disabilities have the capacity to participate in music experiences at a
variety of different levels of engagement.  Music educators need to understand the
students' abilities as well as areas of deficit in order to develop effective strategies to
support students' success.  The music educator should consult with special education
teachers to build a repertoire of strategies for inclusion for specific students.  In addition,
music educators can access additional information about students' abilities, goals and
possible accommodations when familiar with the individual student's IEP.  Successful
inclusive music educators develop creative approaches, maintain high expectations for
their students, and utilize principles of Universal Design for Learning (UDL) to create
effective learning opportunities for all students.  The three guiding principles of UDL are:

4. Provide multiple means of representation – utilizing a variety of visual,
   auditory and kinesthetic formats for presenting information.
5. Provide multiple means of expression – creating a variety of options for
   students to demonstrate knowledge and understanding.
6. Provide multiple means of engagement – developing a variety of motivating,
   challenging, and age/developmentally appropriate music experiences to
   enhance learning.

Teachers will need to develop instructional strategies to accommodate students' broad
range of cognitive, behavioral, communication, physical and social abilities. Many
students with disabilities will participate at the same levels and in the same ways as
their peers without disabilities; and they should be encouraged to do so.  Some students
will need small response accommodations in how they demonstrate competence to
participate successfully in the cornerstone assessments. Students with expressive
communication difficulties due to sensory or language impairments, and students who
are unable to use handwriting for journaling because of motor or processing difficulties
may need assistive technology devices to communicate what they know and can do.
Students with more significant disabilities may need additional response
accommodations. Below are suggestions for including students with more severe
cognitive or physical disabilities in the cornerstone assessments.  <u>Information in the
boxes comes directly from the Model Cornerstone Assessments document, and it is
included to provide a context for the inclusion suggestions.</u>

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**General Music - Grades 3-5**

**Detailed Assessment Procedures** *[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]*

**Select, Analyze & Interpret**
1. Demonstrate the ability to select appropriate music for performance based on technical skill and performance context.
2. Analyze the elements of the music (aurally and/or notational) and how they will be expressed in performance.
3. Demonstrate performance choices relating to expressive/technical/stylistic qualities in the music.

**Rehearse, Evaluate, & Refine**
4. Apply, diagnose, and prescribe solutions to performance challenges over the designated period of time.
5. Demonstrate ability to improve performance quality.

**Perform**
6. Referring to established performance criteria, demonstrate ability to self-evaluate with independence and confidence during the summative performance assessment.

Inclusive strategies for the above

*Select*

- Students select song to sing that is appropriate to the purpose of the performance by matching song to selected icons (graduation hat, American flag, picture of parents, holiday or other event icon, etc.).

- Students select a part to perform in performance by hearing others sing optional parts and pointing to the person who is singing the part appropriate to their skill level.

*Analyze*
- Students may identify elements of music in song or piece for performance by pointing to selected elements in the notation (dynamic markings, verse/refrain, etc.) or by matching appropriate icon (dynamic markings, tempo marking, etc.) to various sung versions of the song.  Matching choice may be indicated by: nodding, eye gaze, thumbs up or down, programmed iPad, etc.

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*Interpret*
- Students may interpret *expressive/technical/stylistic qualities in the music by (a) singing accordingly, (b) pointing to others who are, or (c) indicating through* nodding, eye gaze, thumbs up or down, programmed iPad, etc. appropriate version among recorded performances of song.

*Rehearse, evaluate, and refine*

- Select at least one criterion that applies to them for evaluation.
- Utilize peer support and peer groups to provide models for offering, evaluating, and refining feedback.
- Students can participate in the evaluative process by indicating a thumbs up or down,
- Students can utilize an iPad app programmed to communicate appropriate options to solve performance problems,
- Students may utilize gestures, eye gaze, icons, etc. to indicate evaluative ratings regarding performance.

*Perform*
- Students can sing lyrics (hum or sing song on a neutral syllable depending on speech abilities) by performing adapted part.

- Students can self evaluate their performance by indicating a thumbs up or down, or by using an iPad app programmed to indicate a response among evaluative options on rubric.