Can the student’s IEP goal areas be functionally supported through research-based music therapy interventions?

- No
- Yes

Is additional support required to address relevant goals based on factors such as slow or insufficient progress, behavioral interferences, or limited teaching approaches the student has been responsive to?

- No
- Yes

Based on records review, IEP team input, and observation/direct evaluation, is music a primary learning strength for the student?

- No
- Yes

Given the current uses of music in the student’s educational program, are additional music-assisted learning modifications, adaptations, or interventions necessary to access the student’s learning strength in music?

- No. Current music options offered are already adequate to meet the student’s needs.
- Yes. The specialization of the music therapist is warranted in order to appropriately access the student’s learning strengths and provide educational benefit.

Music therapy services are not required for the student to benefit from his or her educational program. Suggestions can be provided to offer the IEP team basic ways to incorporate music.

Specific service levels and how service will be implemented is determined based on individual student needs. A collaborative model of service is emphasized to facilitate regular implementation of strategies and generalization.