



SAMPLE INDICATORS FOR MUSIC THERAPY ASSESSMENT REFERRAL THROUGH THE IEP

Students who show multiple indicators in each category are more likely to be appropriate for consideration of music therapy as a related service. This sheet is intended to be used as a springboard for discussion at IEP meetings before referring a student for assessment. If an evaluation is agreed upon, a Board Certified Music Therapist evaluates the student's responses to music-based cuing of IEP goals in addition to other assessment criteria.

GENERAL NEEDS

1. Student has significant difficulty with attention/motivation that impacts his/her ability to attend to or participate in educational tasks.
2. Student responds to a limited number of instructional approaches due to conditions such as concurrent visual & cognitive impairment, severe orthopedic impairment, etc.
3. Student has significant behavioral interferences that impede learning and ability to participate in educational tasks.
4. Student has shown limited or insufficient progress on IEP goals (relative to student potential) given current strategies and supports.

GOAL AREAS

1. Student has educational goals requiring basic rote memorization such as academic facts, classroom rules, social/communication scripts, safety rules, personal information, etc.
2. Student has basic level pre-academic or academic goals such as addition facts, basic time/money, phonics, story retell, calendar concepts, letter/number ID, sight words, counting, etc.
3. Student has early elementary level language concept goals (i.e. opposites, prepositions, emotions, actions verbs, community helpers, shapes, categories, functions, adjectives, body parts, colors, etc.
4. Student has basic level expressive language goals such as vocal imitation, requesting, basic sign language, asking/answering "Wh" questions, labeling/describing an object, articulation, expanding phrase length, etc.
5. Student has basic level social goals such as beginning conversation skills, greetings, use of social language, turn-taking, eye contact. etc.
6. Student has basic motor goals such as motor imitation, simple grasp, cause/effect, sustained manipulation of objects, or crossing midline.
7. Student has educational goals relating to simple sequences such as hand washing, tooth brushing, toileting, crossing the street, etc.
8. Student requires additional approaches for calming, transitioning, or behavioral incentive.

MUSIC RESPONSES

1. Music is a primary motivator (such as student consistently requesting music, singing to self, showing high levels of engagement during music activities) or effective behavioral incentive/reinforcer .
2. Student learns skills more quickly through song lyrics or has highly accurate memory for songs/chants and can recall when prompted.
3. Student readily/independently attempts actions or spontaneously initiates movement during songs.
4. Student shows increased phrase length or initiation when singing , or hums/sings spontaneously throughout the day.
5. Music is a consistent way to maintain the student's attention to task or student will readily engage in non-preferred tasks when music is present.
6. Student shows high interest and positive response to a wide variety of songs and music activities , rather than perseveration on select songs