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.

For questions contact Michelle Lazar at mlazar@coastmusictherapy.com or 858.453.0590 • Coast Music Therapy ©2014