
Collaboration for Successful Inclusion: Exceptional Students in the Instrumental Ensemble

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What is an IEP?

Each student enrolled in public school that receives special education and related services must have an Individualized Education Program (IEP). Each IEP is designed for one student and must be a truly *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students to work together to improve educational results for children with disabilities. The IEP is the foundation of a quality education for each child with a disability.

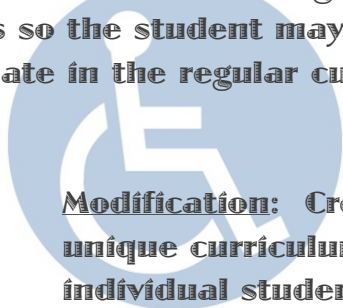
What you need to know from the IEP:

- Present Levels of Educational Performance
- Instructional Objectives & Annual Goals
- Related Services
- Assistive Devices

Characteristics of prevalent disorders:

- Cognitive limitations
- Language and communication limitations
- Social and behavioral limitations
- Physical limitations

Accommodation: Providing aid or changes so the student may participate in the regular curriculum.



Modification: Creating a unique curriculum for the individual student.

Communication is key!

- Previous music teachers
- ESE Coordinator
- Parents
- Students
- Paraprofessional

Considerations for Instrument Choice:

Strings

Consider benefit of vibration, grip
Bow guides, taping fingerboards

Woodwinds

Consider fine motor skills, support
Neck straps, tongue coordination for reeds

Brass

Consider overtones, upper body strength, Use stands if possible

Percussion

Does not require air, ability to move during rehearsal

You can find something in this section to allow a student to participate.

Educational Supports:

- Written words
 - Color coding
 - Icons
 - Buddy system
 - Echoing
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References

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RESOURCES:

www.westmusic.com

www.4lyons.com

www.adaysworkmusiceducation.com

www.ergobrass.com



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