

**Adamek & Darrow, “Teaching Strategies for Successful Inclusion”, from *Music in Special Education*, Chap. 4.**

- All children have legal right to a free and appropriate education
  - o Public Acts –
    - Education for all Handicapped Children Act – 1975
    - IDEA (Individuals with Disabilities Education Act) 1990/Amendment 2004
- Importance of Collaboration
  - o Sharing goals and information
  - o Music teacher needs to be included in the IEP (Individual Education Plan)
  - o Working with other teachers and paraprofessionals – communicating your philosophy, classroom rules, goals for students, their role, behaviors to avoid, etc.
- Effective communication
  - o active listening, depersonalizing the situation, brainstorming possible solutions, summarizing goals and solutions, follow up, conversation with paraprofessionals
- Adapting instruction: accommodations and modifications

“An **accommodation** is used when the teacher believes that the student can achieve the same level of participation or accomplishment as the rest of the class but needs additional support” (p. 77)

“A **modification** is used when the student is not able to complete the same assignment or participate in the same way as the rest of the class due to the nature of his or her disabilities” (p. 77)

- o Participation
  - o Input – the way instruction is delivered
  - o Output – how the students can respond
  - o Difficulty
  - o Time – the amount allotted for completing the task
  - o Size – the number of items or amount of material
  - o Alternate goals
  - o Substitute curriculum
- Alter the environment (physical space, adaptive instruments)
  - Increase student support (peer tutors)