

The top half of the slide features a background of various musical notes and symbols, including treble clefs, bass clefs, and eighth notes, rendered in a soft, golden-yellow color against a light, warm gradient background. A thin white horizontal line separates this decorative area from the text below.

Integrated Music Support: A Collaborative Team Approach

School Year 2016-17

- Comprehensive review of all services
- Examination of outcomes
- Progress data, anecdotal, observations
- Services reviewed included reading, behavior, music and contracted related services

Service Priorities

- All students will receive services from LCPS providers.
- All eligible students will continue to receive services provided as a related service.
- Students will make progress as a result of high-quality services delivered by qualified personnel using best practices and continuous monitoring of fidelity of practice.

Benefits of LCPS providers

- Expectations
- Accountability
- Professional learning
- Capacity building
- Consistency of practice
- Long-term stability

Process

- Identify student needs
- Determine the necessary qualifications for service delivery.
- Educational environment – licensed teachers or related service providers with VDOE approved credentials
- Review by all instructional and related areas

Music

- Included in the review including private providers contracted for service.
- The contracted music therapists are credentialed professionals, and changes were not a reflection of the quality of their work, our satisfaction or their services.
- These changes are NOT about the therapists and NOT about the budget.

Timelines

- Spring, 2017: Final review of services and IEPs. Determination that student benefit and service would be enhanced by developing capacity of a multi-disciplinary team of school-based professionals.
- June, 2017: Notification to parents and providers to share the news of the intent to provide a new approach.

Summer, 2017

- Department collaborative planning between the Department of Pupil Services (Director, Special Education) and the Department of Instruction (Director, Teaching and Learning)

Summer Workgroup

- Director, Special Education;
- Supervisor, Music;
- Specialist Music;
- Supervisor, Special Education;
- Supervisor, Related Services;
- Specialist, Autism;
- Specialist, Speech Language Services;
- Teachers, special education (2) music teachers (3)
- Occupational therapist (1), Physical Therapist (1) and Speech Language Pathologist (1)

Summer Tasks

- Review every IEP and every goal (with identifying info redacted) to develop individualized approaches for each student in each area.
- Development of resource website.
- Establishment of Stakeholder committee.
- Plan for communication and presentation to Related Services and Music staff.
- Work sessions with school-based teams.

Service Delivery Model

- The Integrated Services team at each school where specialized music is provided to address music therapy goals includes the special education teacher, related service provider and music teacher (consultant to the team).
- Students receive services to work on identified goals using the collaborative planning and instruction leveraging music.

Music Therapy?

- The team members are not being trained to be music therapists, they are not providing music therapy at a clinical level.
- Music therapists provide a highly specialized service that requires advanced training and credentials.
- Integrated/specialized music is an educational approach to address the goals identified for music therapy.

Sample Goals

- Learn color names, letter sounds, counting, money, geography.
- To encourage desired behaviors (i.e. reaching across midline, increasing stamina for standing, follow directions.)
- Not used to address social/emotional or mental wellness goals; not used in school counseling, social work or school psychology services.

Implementation

- Teams have developed lesson plans with appropriate activities and collect data to monitor progress.
- Observations of service conducted Q1.
- Universal data collection form implemented.
- Regular feedback/input sought from school staff.

Stakeholders

- School staff (representation from workgroup)
- Tom Sweitzer, Director, A Place To Be, Music Therapist
- Emily Thielle, Kennedy Center, consulted
- Dr. Alice Hammel, VCU professor, consultant to LCPS.

Professional Learning

- Sponsored workshops/conferences
 - Kennedy Center and Very Special Arts collaboration
 - Discussion with A Place To Be for continued collaboration
 - Partnership development with Chesterfield Public Schools
- Dr. Alice Hammel
 - Teams were provided resources and materials and will participate in observation/feedback opportunities.
 - Ongoing visits and communication to support learning and development

Learning in Action

Dr. Alice Hammel

- Monthly two-day visits with school teams who are delivering integrated music support with follow-up feedback and recommendations.
- Planned opportunities for on-site professional learning.
- Parent workshop planned for January 4, 2018.



Music Therapy Providers

- Coffee and Conversation, December 18, 2017.
- Sunbelt Staffing, contract for service
- Anticipated collaboration for learning and development

Next Steps

- Monitoring of student progress
- Feedback from teams
- Stakeholder meetings
- Professional consultation
- Sharing of accomplishments at the school and division level