



Music Therapy Fact Sheet

Monroe 2-Orleans BOCES

What Is Music Therapy?

Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program.

The music therapists at BOCES 2 are Nationally Board Certified (MT-BC) and hold the Licensed Creative Arts Therapy Credential from New York State (LCAT).

Music therapy is different from music education. Music therapy addresses NON musical goals in the cognitive/academic, social, communication, and motor domains.

Why Music Therapy?

♪ Music therapy can be an integral component in helping the child with special needs attain educational goals identified by his/her IEP team.

♪ Like OT, PT, and speech, music therapy is considered a related service under the Individuals with Disabilities Education Act (IDEA).

♪ Music therapy interventions can address development in cognitive, behavioral, physical, emotional, and social skills.

♪ Music therapy can facilitate development in communication and sensorimotor skills.

Eligibility Criteria

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- Students are assessed using a standard protocol to determine eligibility.
- The assessment is criterion referenced and compares the student's skills both in the music and non-music settings. Students are scored based on level of independence when performing skills.
- Students who score 25% higher in the music therapy are recommended for services.
- Group and individual services are determined by the number of domains tested and the specific needs of the student. Recommended number of sessions per week is that which will allow the student to make reasonable progress.
- Students can continue receiving services over time if they continue to make progress. Eligibility is not based on age, but skills and IEP needs.

- ♪ Music therapy can offer direct or consultant services as determined by the individual needs of the child.
- ♪ Music therapists can support special education classroom teachers by providing effective ways to incorporate music into their academic curriculum.
- ♪ Music therapy involvement can stimulate attention and increase motivation to participate more fully in other aspects of the educational setting.

- ♪ Music therapy interventions apply the inherent order of music to set behavioral expectations, provide reassurance, and maintain structure for children with special needs.
- ♪ Music therapy can adapt strategies to encourage a child's participation in the least restrictive environment.

"Scientists have found that music stimulates more parts of the brain than any other human function"

~ Elena Mannes in *The Power of Music*

Discharge Criteria

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- Students are performing skills equally in both the classroom and in music therapy sessions.
- Students are no longer making progress toward goals in music therapy.
- Students refuse services.

References

The American Music Therapy Association: www.musictherapy.org
 Certification Board for Music Therapy: www.cbmt.org
 New York State Office of the Professions: www.op.nysed.gov

Coleman, K. & King, B. (1999). Special Education Music Therapy Assessment Process (SEMTAP). Prelude Music Therapy; Grapevine, TX.

Bradfield, C. et al. (2007). Music Therapy Special Education Assessment Scale (MT-SEAS). Prelude Music Therapy; Grapevine, TX.

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