

WELCOME

Our session is about to begin ...



ARTS



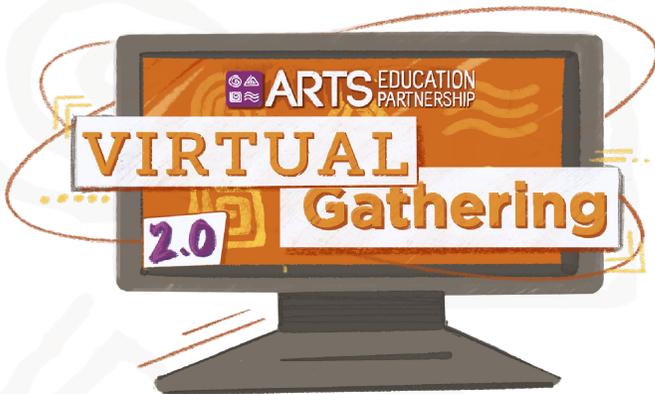
EDUCATION
PARTNERSHIP



Advancing Policy by Desiloing Arts Education & Disability Studies: Examples in Kansas and New York

9/14/2021

Bernard, Sobol and Bernstorf



SPEAKER



Rhoda Bernard, Ed.D

Founding Managing Director

Berklee Institute for Arts
Education and Special Needs



Session Agenda (Rhoda)

Leadership Network for Arts Education
and Special Needs (Rhoda)

Guide to the Intersectional Field of Arts
Education for Students with Disabilities
(Rhoda)

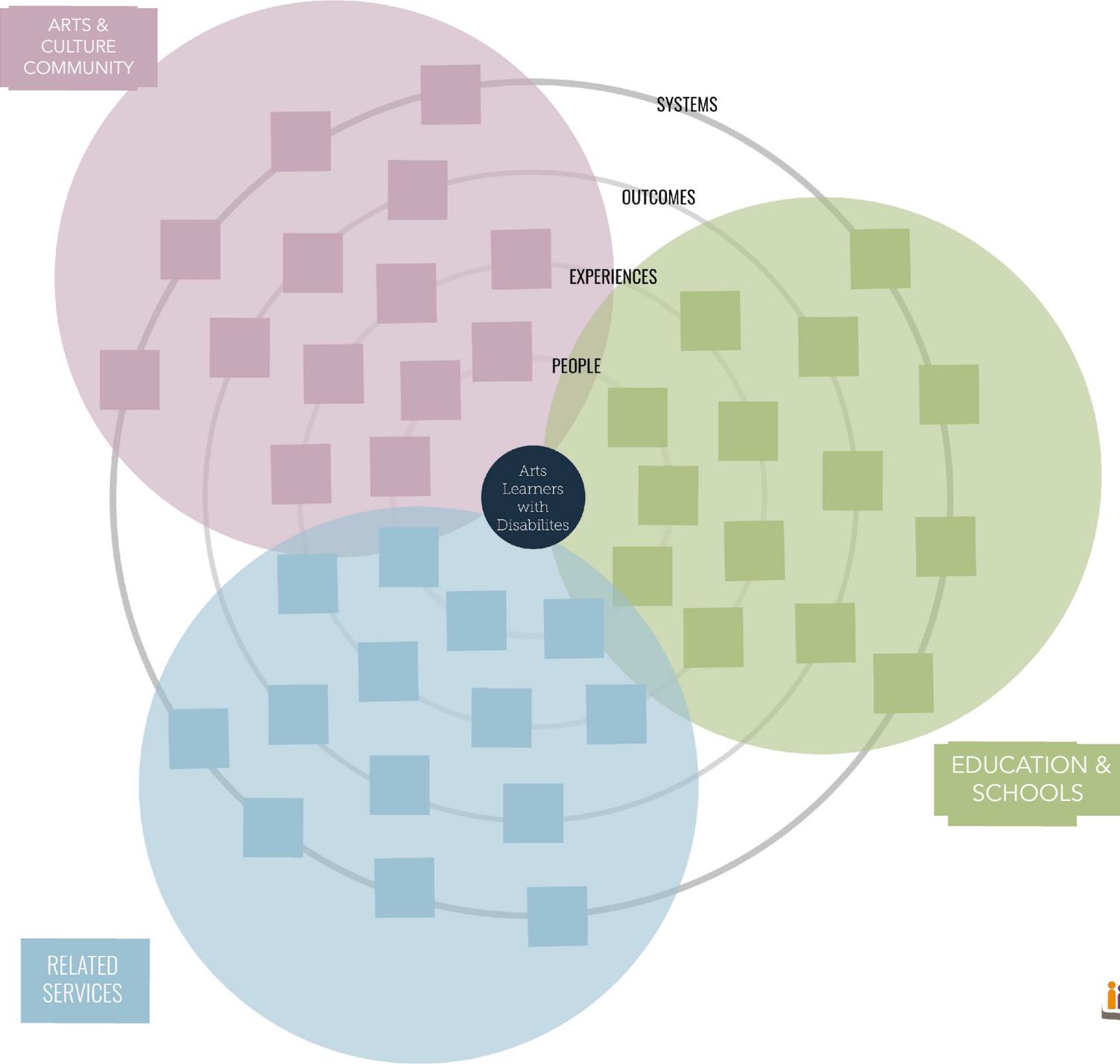
Policy and Practice: New York (Elise)

Policy and Practice: Kansas (Elaine)

Discussion and Synthesis (Rhoda)

Leadership Network for Arts Education and Special Needs



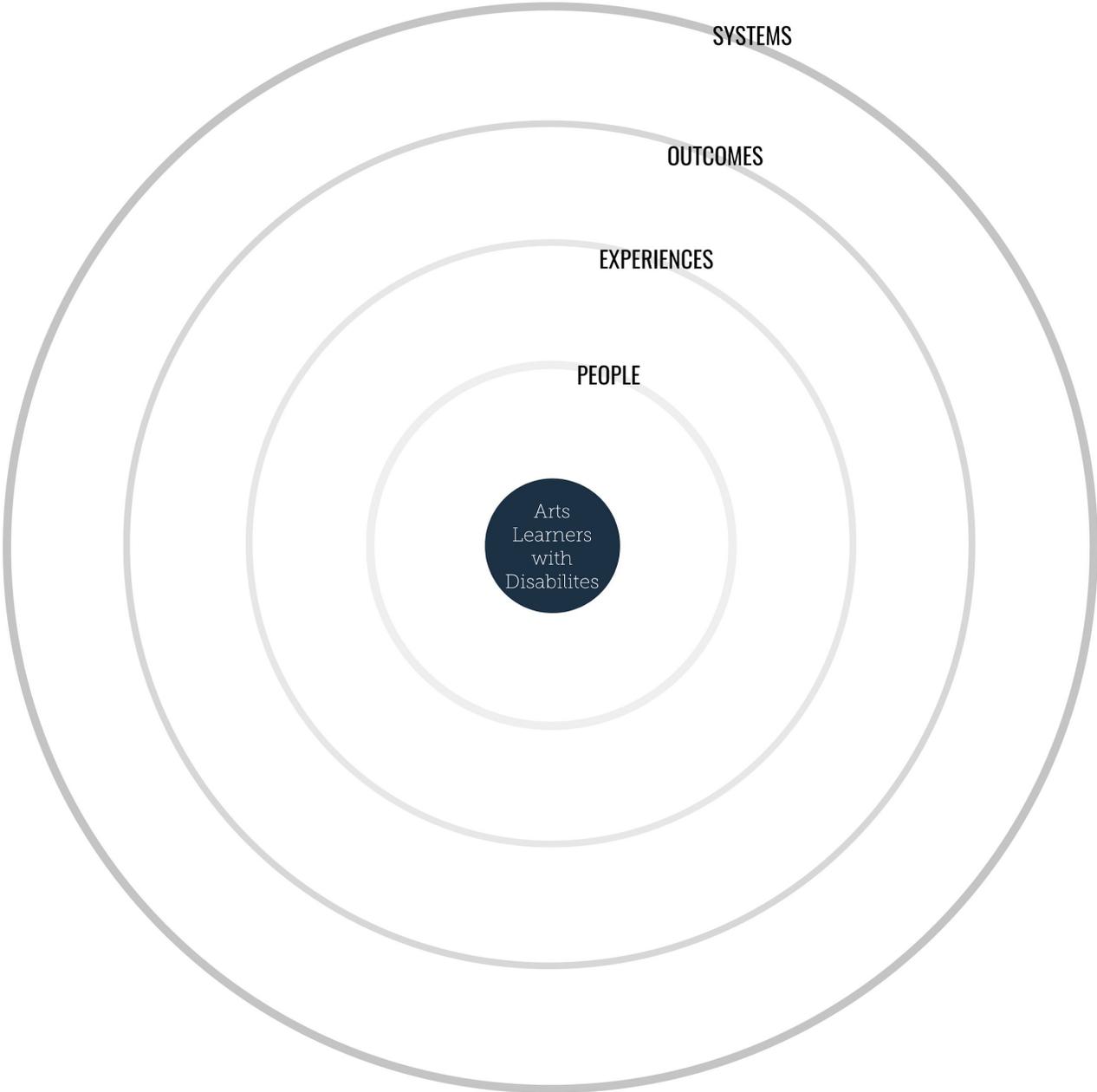


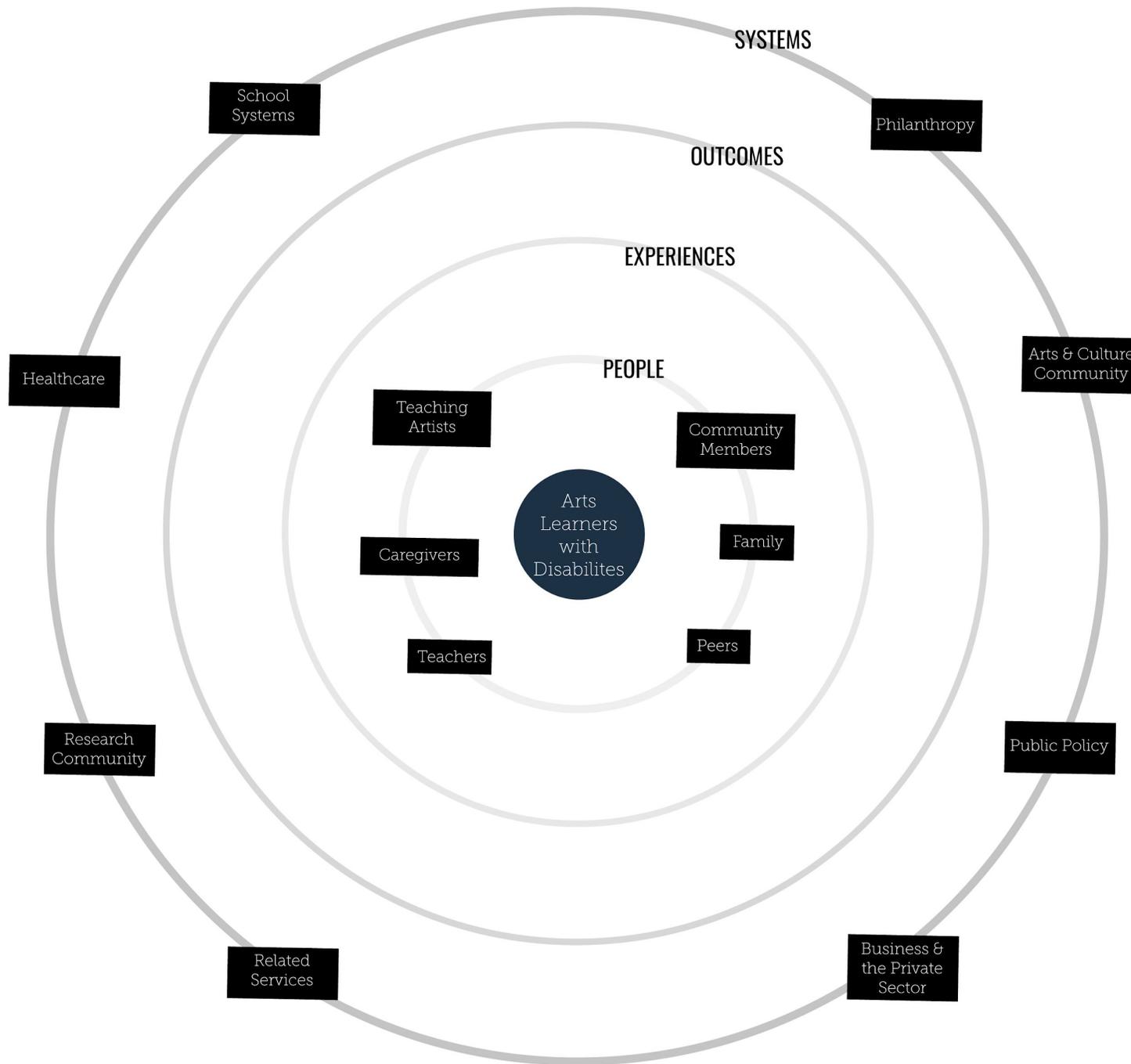
ARTS & CULTURE COMMUNITY

EDUCATION & SCHOOLS

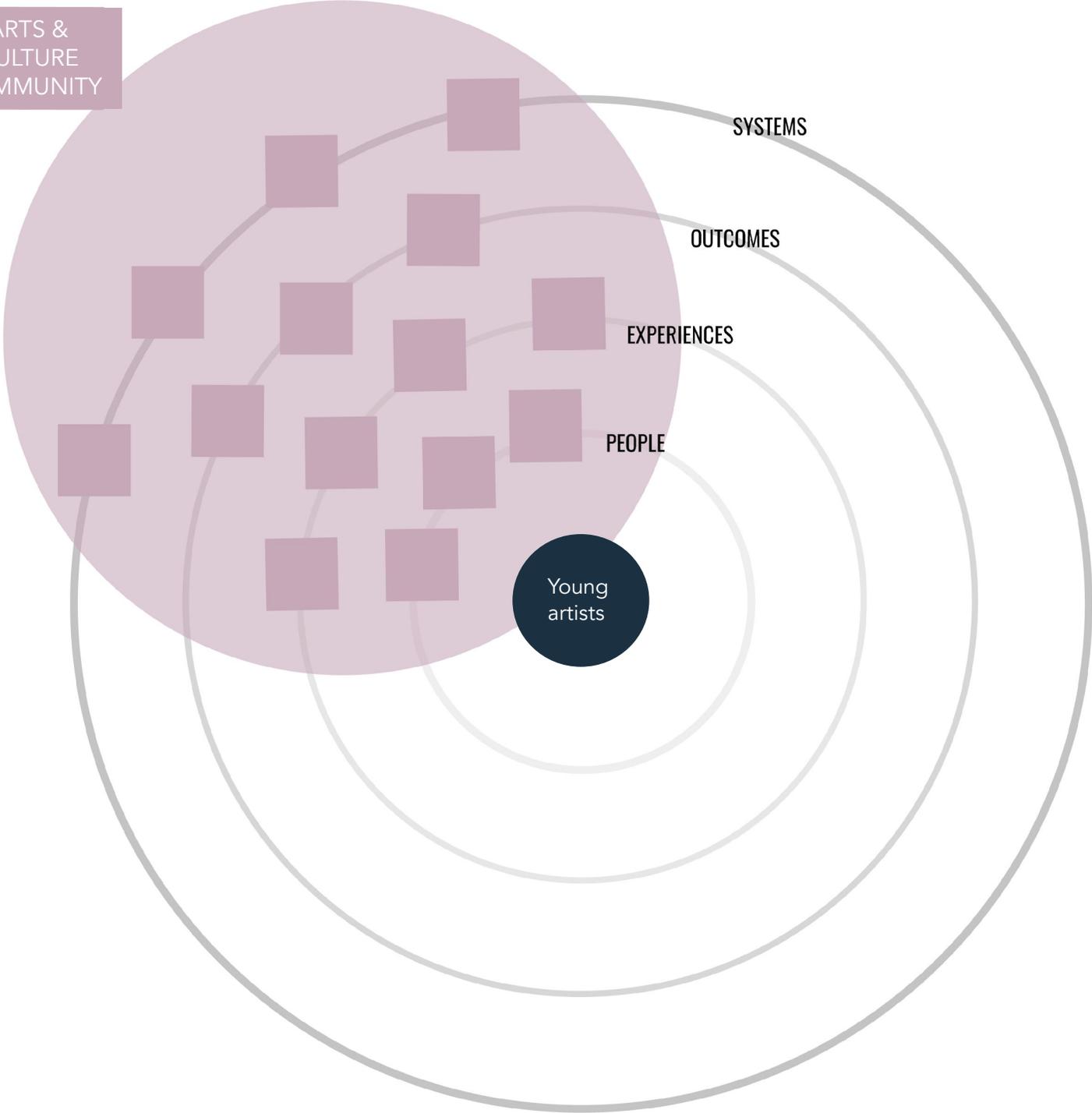
RELATED SERVICES

Arts Learners with Disabilities

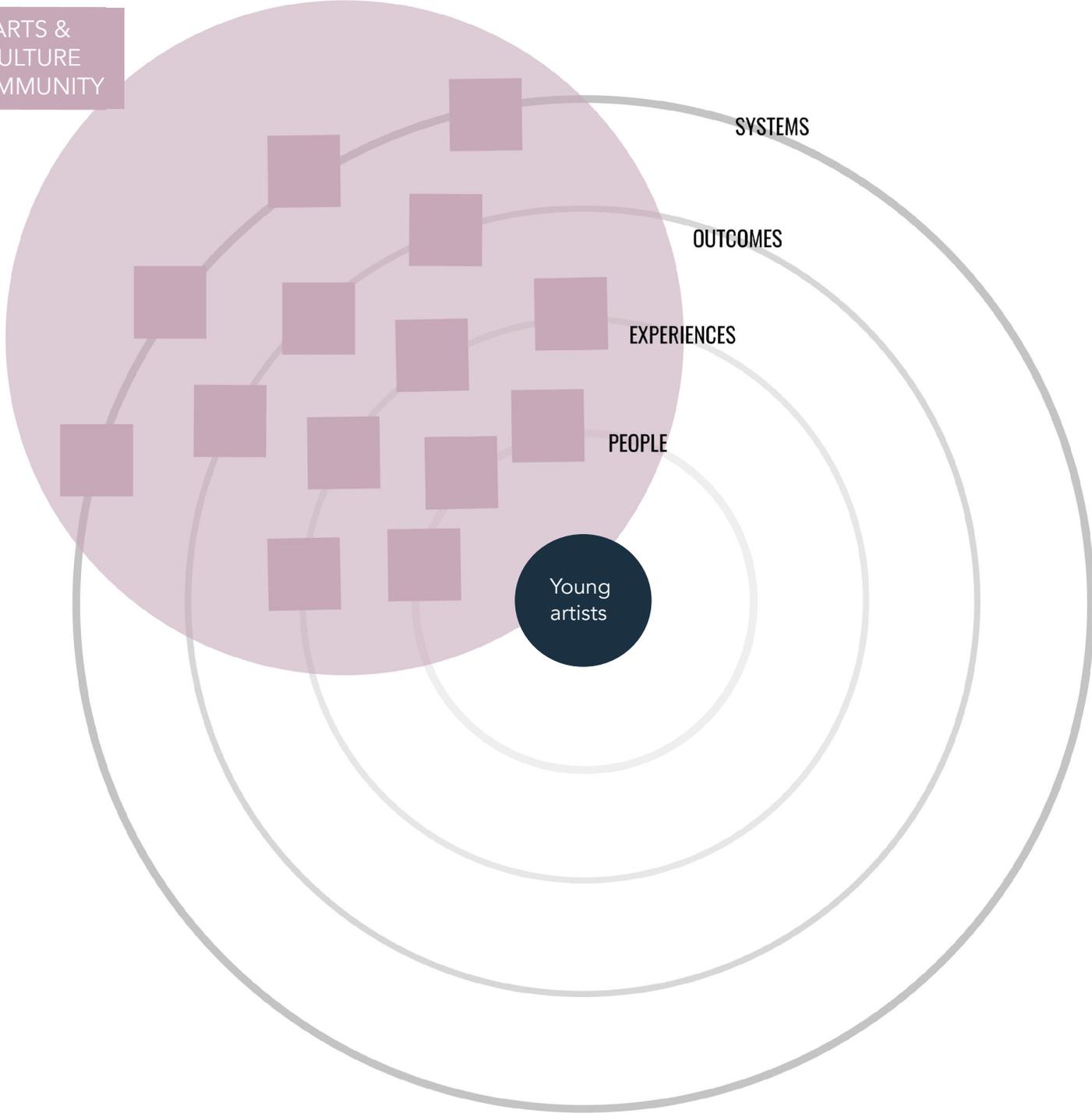




ARTS &
CULTURE
COMMUNITY



ARTS & CULTURE COMMUNITY



Systems:

- Public Arts & Humanities Funding
- Cultural Policies
- Nonprofit Cultural Institutions
- Creative Industries

Outcomes:

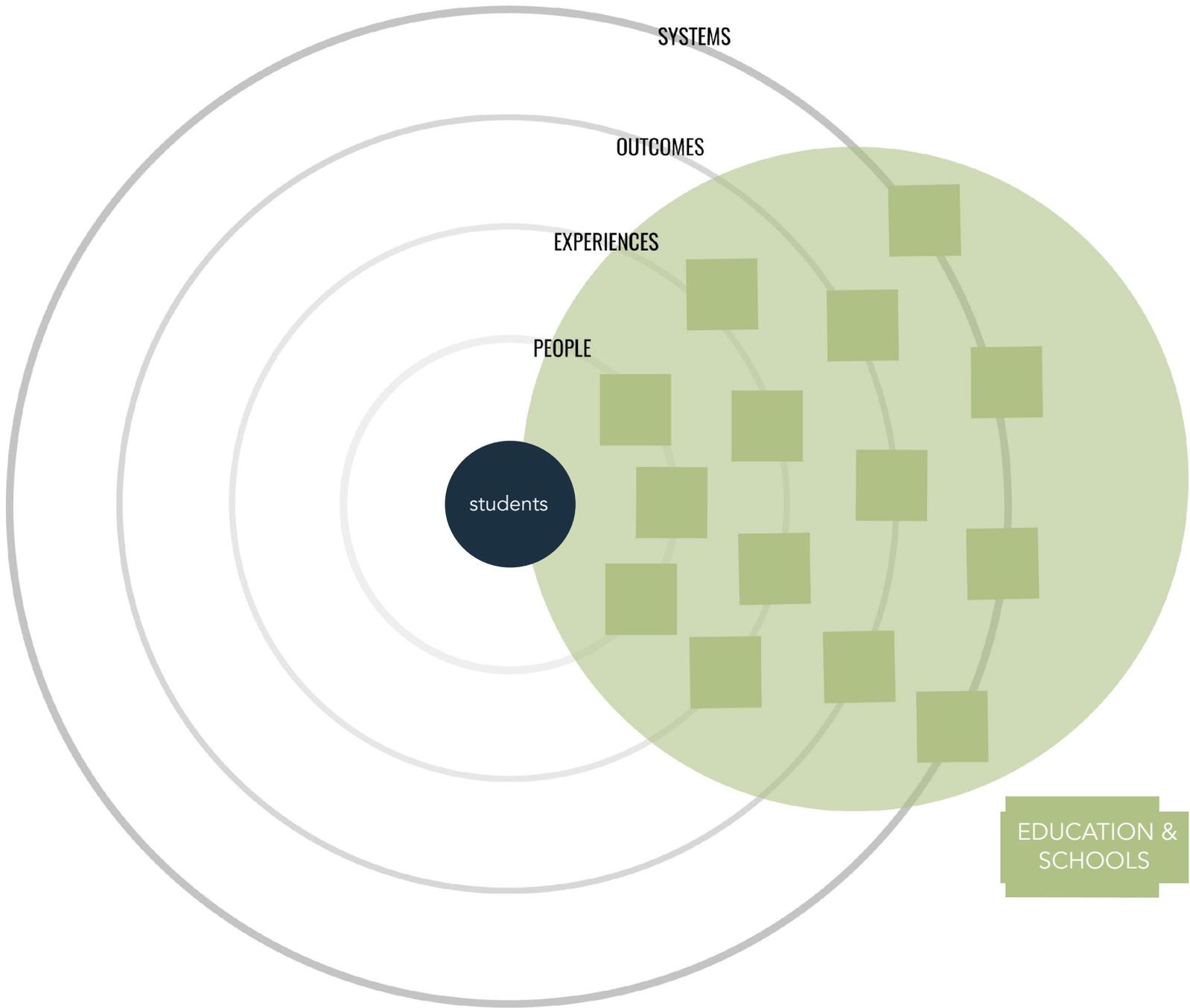
- Art is made
- Self is expressed
- Connections with others

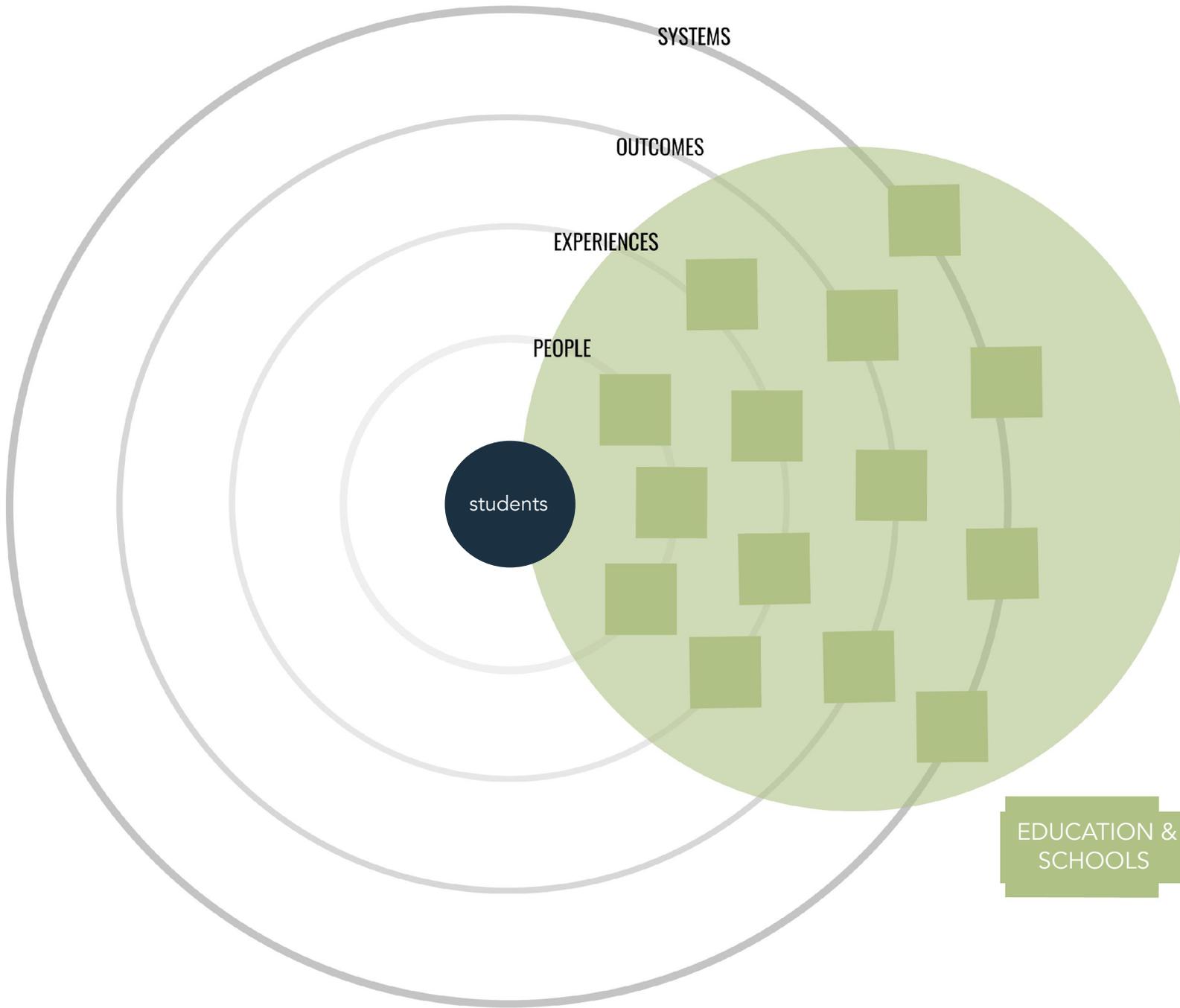
Experiences:

- Experiential visits
- Individual artistic creation
- Collaborative ensemble creation
- Performance/Exhibition

People:

- Teaching Artists
- Culture Bearers
- Program Staff





Systems:

- Public Schools
- Charter Schools
- Private Schools
- Specialized Schools

Outcomes:

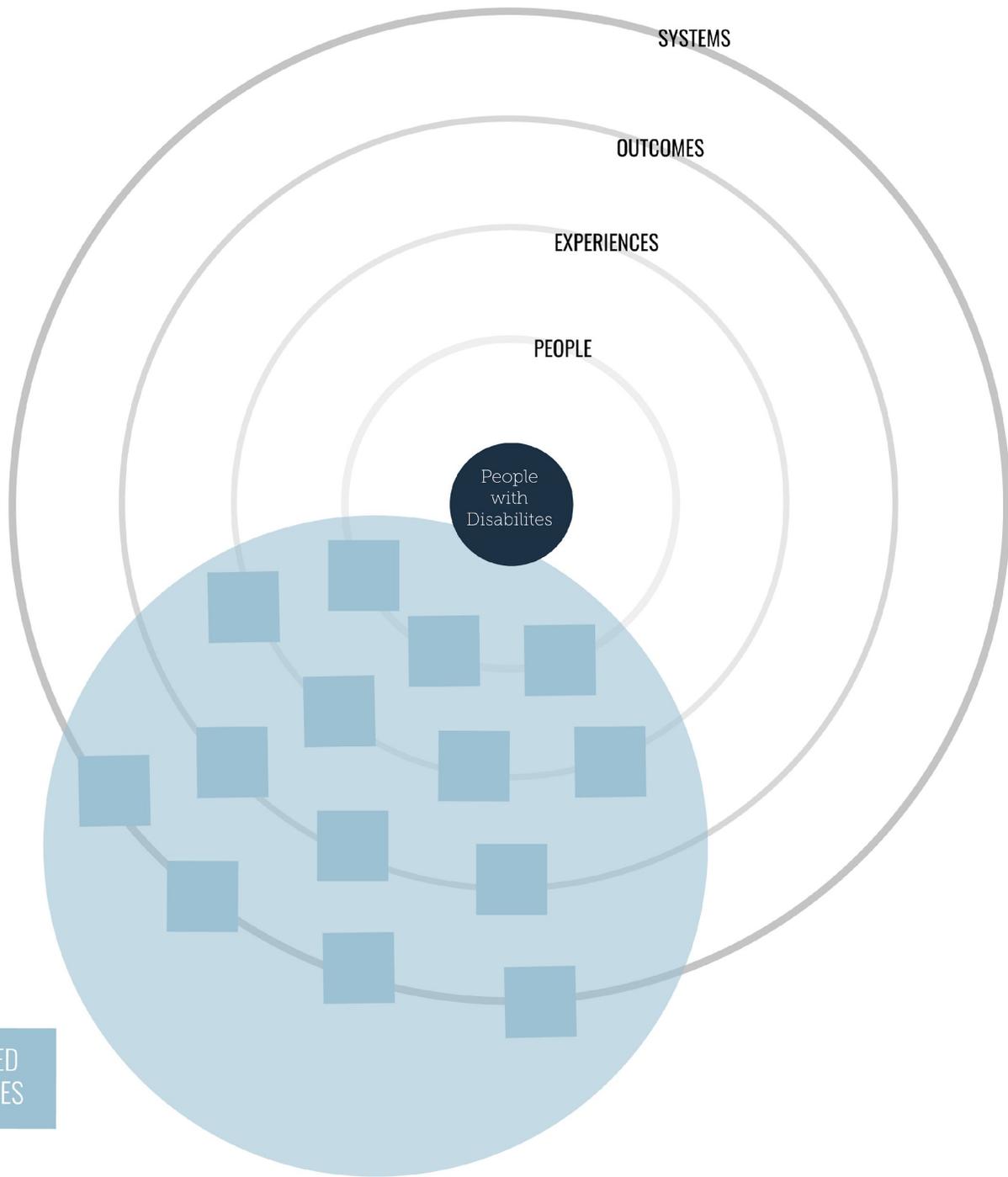
- Gain artistic skill
- Learn non-arts content
- Demonstrate knowledge

Experiences:

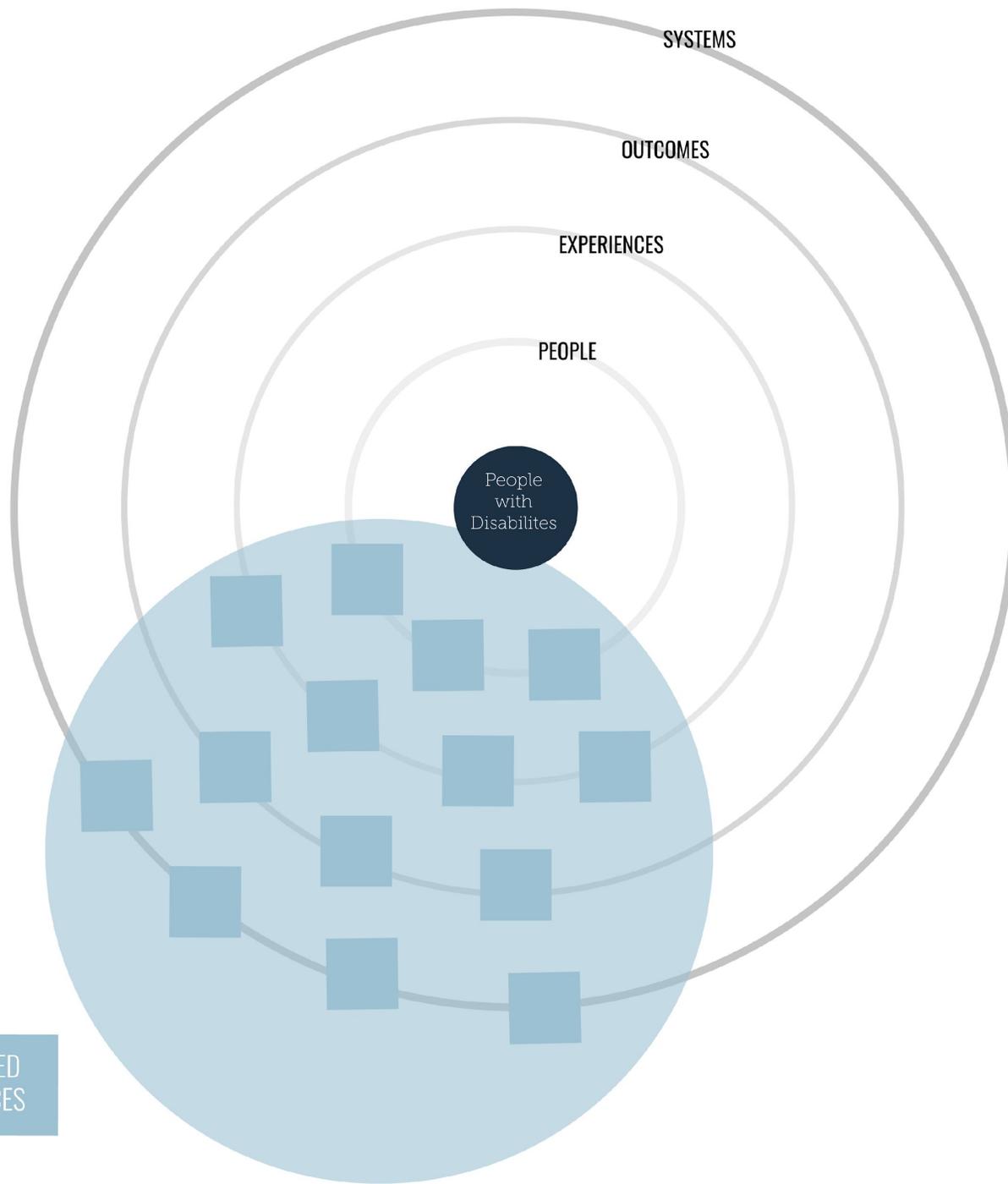
- Arts Instruction
- Arts Integration
- Extra-curricular Arts Participation
- Field Trips

People:

- Arts Teachers
- Non-Arts Teachers
- Special Education Teachers



RELATED
SERVICES



Systems:

- Health & Wellbeing
- Support Services
- Adaptive Technologies
- Therapies

Outcomes:

- Decreased Barriers to participation
- Increased supports
- Individual autonomy

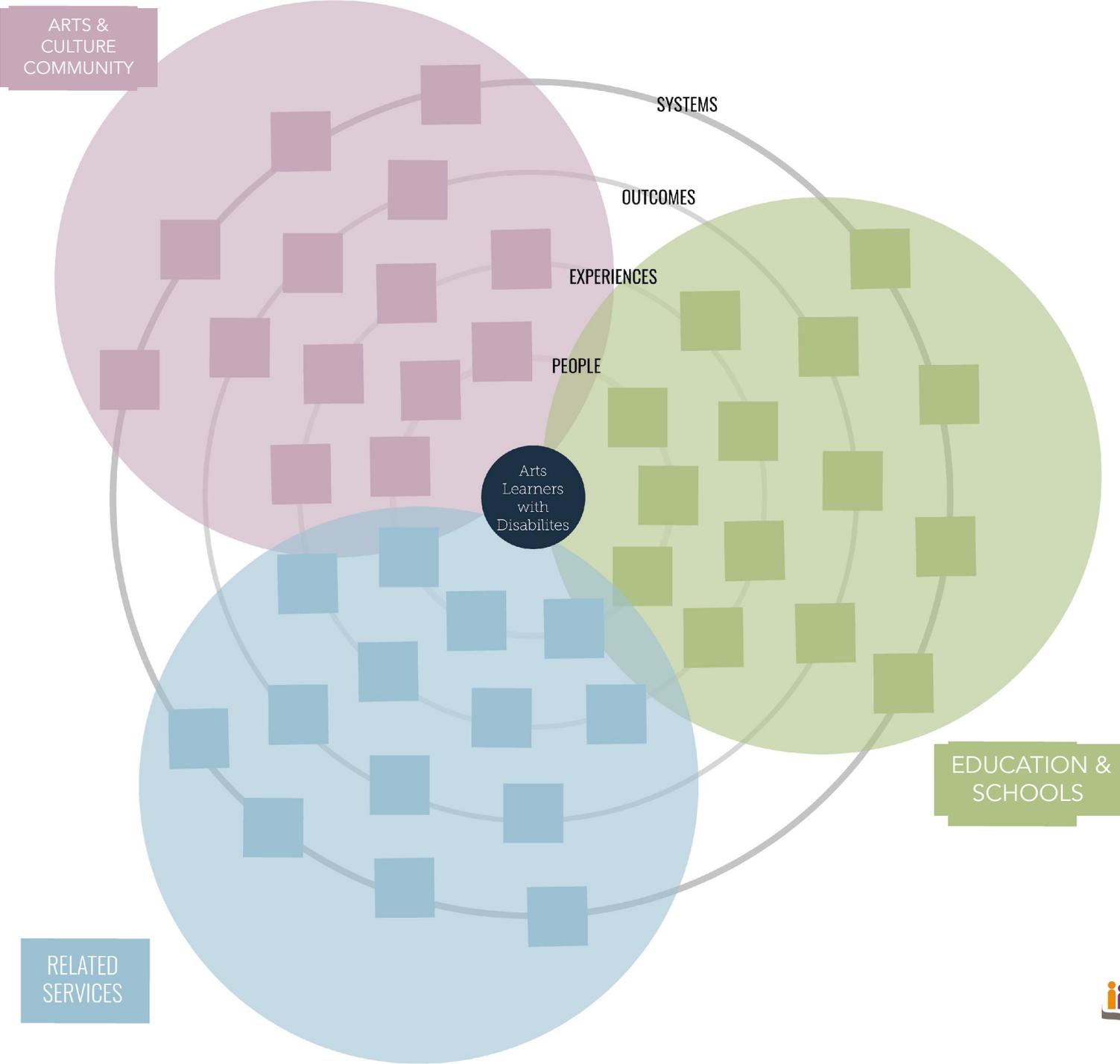
Experiences:

- Arts & Allied Therapies
- Universal Design for Learning
- Inclusive & accessible activities
- Continuing education

People:

- Support Staff (Paraprofessionals?)
- Therapists
- Accessibility coordinators

RELATED
SERVICES



ARTS & CULTURE COMMUNITY

EDUCATION & SCHOOLS

RELATED SERVICES

Arts Learners with Disabilities

SPEAKER



Elise Sobol, Ed.D.

Director, Music Education

NYU-Steinhardt



Perspectives from New York

I. Introduction and Background

New York State School Music

Association Chairperson for Music
for Special Learners 1993-2019
helped shape policy and practice
in New York State. Career parallels
our legislative landmarks in special
education.

Perspectives from New York

II. New York State role as a General and Special Education Music Teacher

- Public School Career
- First, Teacher Assignment Code #4712
Elementary K-6 Music
- Next, Teacher Assignment Code #4746
Budgetary line for a music in special
education teacher with established
hiring practices

[Music for Special Learners Teacher of Music](#)

- Press examples include article about my work as special ed music teacher. See next page.

Nassau BOCES music teacher honored for her contribution to music education



Dr. Elise Sobol literally wrote the book on music therapy for disabled youngsters as the author of "An Attitude and Approach for Teaching Music to Special Learners."

Dr. Elise Sobol from Nassau BOCES' Rosemary Kennedy School was honored by the Music Educators Association of New York City (MEANYC) for her contribution to music education on May 4, 2016.

This award acknowledges individuals who have provided outstanding contributions to quality music education for every student. Sobol is the full-time music teacher at Nassau BOCES Department of Special Education, Rosemary Kennedy School. Since 1993, she has been the New York State School Music Association (NYSSMA) Chairperson of Music for Special Learners.

"We greatly value the opportunity to recognize and celebrate the achievements and vision of [Elise Sobol] who has done so much for music education," said Barbara Novice, President, MEANYC. "Dr. Sobol has provided outstanding music instruction to our students and has impacted the field of music education for special learners throughout her career. She is highly deserving of this recognition," said John Picarello, Principal, Nassau BOCES Rosemary Kennedy School.

Part of the Nassau BOCES Department of Special Education, the Rosemary Kennedy School provides an outstanding program of comprehensive educational services that develop students' academic, social-emotional, and pre-vocational skills to the fullest extent possible so that they can become productive members of society. The school's multidisciplinary team designs strategies to achieve the goals and objectives established in each student's Individual Education Plan (IEP). Traditional educational methods are used in conjunction with state-of-the-art technology to provide motivating programs for students.

Perspectives from New York

Current Hiring practices for music
for special learners teachers.

- [Code #4746 teachers
throughout the New York BOCES
System.](#)

Perspectives from New York

III. New York State and Arts Education

- With passage of [NYState Senate S5770](#)
- Arts and Music Education are added as a common school branch that should be incorporated into the public school curriculum to provide a more well-rounded education as essential for all children.

**Perspectives
from
New York**

Program Requirements P-12,
include music as part of a well
rounded education for all
learners

[Program Requirements P-12](#)

Perspectives from New York

New York State Curricular Requirements

- If Pre-K program is registered, curriculum must include music activities.
- In grades 1-6, instruction must include music.
- In grades 7 and 8, instruction must include ½ unit of music
- [Part 100.5 details diploma requirements including music for grades 9-12.](#)

Perspectives from New York

IV. Music as a Related Service

- Whether consultant, evaluator, peer educator, or team teacher, music therapy is considered as a related service in school music settings in New York.
- In 2013, Music therapist Elizabeth Schwartz, MT-BC facilitated a public document that stated this as [clarification for service providers.](#)
- This left no doubt that music therapy could be listed as a related service on a student's individualized education program (IEP) (See copy next slide.)



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF P-12 EDUCATION: Office of Special Education
COORDINATOR SPECIAL EDUCATION POLICY AND PROFESSIONAL DEVELOPMENT
Room 309 EB, 89 Washington Avenue • Albany, NY 12234
www.p12.nysed.gov/specialed/

Telephone (518) 473-4818
Fac: (518) 473-5387

August 8, 2013

Elizabeth K. Schwartz LCAT MT-BA
Alternatives for Children, Music Therapy Program
14 Research Way
Setauket, New York 11733

Dear Ms. Schwartz:

I am writing in response to July 29, 2013 letter regarding consideration of music therapy as a related service on a student's individualized education program (IEP). In your letter, you indicated that you had been provided clarification from the Department via email in the fall of 2011 regarding music therapy as a related service, but are now requesting this information on official letterhead.

"Related services" are defined in section 200.1(qq) of the Regulations of the Commissioner of Education as "developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students..." (<http://www.p12.nysed.gov/specialed/lawsregs/sect2001.htm>).

The list of related services in section 200.1(qq) of the Regulations is not exhaustive and may include other developmental, corrective, or supportive services (such as music therapy), if they are required to assist a student with a disability to benefit from special education in order for the student to receive a free appropriate public education. The members of the student's committee on special education (CSE) must make an individual determination, in light of each student's unique abilities and needs, about whether a service such as music therapy is needed to assist the student to benefit from special education. In accordance with section 200.4(d)(2)(v) of the Regulations of the Commissioner of Education, if a student's CSE determines that a service such as music therapy is an appropriate related service for the student, this

recommendation would be indicated under the statement of the "Recommended Special Education Programs and Services" that will be provided for the student. On the New York State IEP form, related services recommendations that are not included in the list of drop-down related service options would be written in the text box that follows the list (*IEP Topic and Question Index*, <http://www.p12.nysed.gov/specialed/formsnotices/IEP/training/QA-411.pdf>, see Question 4 on page 25).

Additional information regarding related services can be found in the *Continuum of Special Education Services for School-Age Students with Disabilities* (<http://www.p12.nysed.gov/specialed/publications/policy/schoolagecontinuum.pdf>), and the *Guide to Quality Individualized Education Program (IEP) Development and Implementation* (Revised December 2010) (<http://www.p12.nysed.gov/specialed/publications/iepguidance/IEPguideDec2010.pdf>). Written guidance regarding related services under the Individuals with Disabilities Education Act (IDEA) is also available at the U.S. Department of Education's *Building the Legacy: IDEA 2004* website <http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C3%2C>, see question E-1)

Thank you for contacting the New York State Education Department. I hope this provides the clarification you need. If you have questions or concerns about a specific school district's policies and practices or about a specific student, you may wish to contact the Special Education Quality Assurance (SEQA) Long Island Regional Office at (631) 952-3352 and speak to the Regional Associate assigned to the school district in question.

Sincerely,

Patricia J. Geary

c: Joanne LaCrosse
Eileen Taylor

Perspectives from New York

V. Music Teacher Preparation

- The first formal school for music educators was founded in 1884, in Potsdam, New York, by Julia Ettie Crane
- Crane School of Music, SUNY Potsdam was also the first in the State to offer to undergraduate music education students a B.M. [with concentration in special education.](#)

Perspectives from New York

- Music Teacher Preparation (Slide 2)
 - With the Crane model at the forefront,
 - In Summer 1999 – Professional Development Series for pre-service and in-service teachers at LIU Post, Brookville, NY.
 - This developed into regular course offerings at the
 - Undergraduate level:
EDS44G Music Foundations for Teaching Music to Special Learners; at the
 - Graduate level
MUS 634 Enhancing Literacy through Music in Special Education

Perspectives from New York

Music Teacher Preparation (Slide 3)

- NYSED approved
- Prevented siloing music students in strictly special education classes without connection to arts. These new courses bridged the disciplines.
- Other New York universities followed practice, i.e. New York University: MPAME-UE 1204 and MPAME-UE 2114 Music for Exceptional Children and at Brooklyn College of Music - MUSC 6583 Music in Special Education.
- One semester of 3 credits –stimulated further study in special education, music therapy, independent research to improve arts opportunities for students with disabilities.

Perspectives from New York

Music Teacher Preparation (Slide 4)

Progressive Milestone for Music Teacher Education in New York State and arts education integration and inclusion of students with disabilities.

- Key elements to this State mandate is the 15 hours of pre-service observations in different music in special education settings. We have several programs where the emerging teachers get hands-on field experiences which add depth and breadth to their teacher preparation.

Perspectives from New York

VI. Action seen with Arts

Inclusion Programs

In New York, steady progress is being made in preparation and service to our students with disabilities.

Arts and cultural education partnerships are growing in both public, private, and community settings for all age groups.

Our New York State School Music Association Summer Conference program is an example of our active collaboration with other [professional arts and music associations](#).

Perspectives from New York

VI. Action Steps

This summer's final policy to practice project for the Music for Exceptional Children class at New York University focused on

1. Child Find Mandate
2. Early arts intervention opportunities
3. How information is shared with parents across neighborhoods and zip codes.

Perspectives from New York

VII. FINDINGS: Emerging Teachers Speak

Emerging Teacher L reports about Williamsburg, Brooklyn SD#14 {July 5, 2021- Final Project}

Emerging Teacher A reports about Cornwall, New York [July 2- Final Project].

Emerging Teacher J reports about East Village and Washington Heights in Manhattan [July 3- Final Project]

“We can make information more accessible – every child deserves to live a fulfilling and productive life.”

Perspectives from New York

Citations:

Hansen, D.; Bernstorf, E. & Stuber, G. (2004) The Music and Literacy Connection. MENC: The National Association for Music Education.

Sobol, E. (2017). An Attitude and Approach for Teaching Music to Special Learners, 3rd Edition. Rowman & Littlefield Education

<http://www.p12.nysed.gov/nonpub/manualfornewadministratorsofnps/statereqs.html>

http://www.musictherapy.org/assets/1/7/NYSED_Clarification_MT_as_Related_Service_2013.pdf

<https://www.nysenate.gov/legislation/bills/2019/s5770>.

<https://www.nyssma.org/event/new-york-state-summer-music-conference/>

Contact: Elise. Sobol@nyu.edu

Kansas perspectives...

SPEAKER



Elaine Bernstorf, Ph.D., CCC-SLP

Professor, Music Education

Wichita State University, Kansas



Pioneering from Kansas

- Multiple and diverse programming
- Authentically representing one or more arts disciplines
- Integration for individual growth in group settings
- Collaboration among experts, agencies, and locations

Perspectives: Higher Education

- University of Kansas: Music Education and Music Therapy
 - Special Education, Medical, SLP and other therapies
 - Proximity-State agencies for persons with disabilities.
- Emporia State University: Art Education and Art Therapy
 - Teacher Education (National Teacher Hall of Fame)
- Wichita State University: Music Education and Special Music Education
 - Special Education, SLP, Institute of Logopedics/Heartspring
 - Proximity-Private agencies for persons with disabilities

Perspectives: Arts Cultural Agencies

- Very Special Arts Kansas (Wichita to KC area)
- Accessible Arts (KC and statewide)
- Young Audiences, Inc (KC)
- Arts Partners Wichita
- Kansas Arts Commission

Perspectives: Education Agencies

- Strong arts programs in public schools have continued to have strong KSDE support
- Kansas Music Educators Association strength with multiple national officers; also true for arts education. Dance and theatre are not as strong.
- Overlapping programs in public and private sector
- Early and strong support for special education related services through KARTS (1980's multi-year OSERS grant)

Using IDEA and ESSA

FULL SERVICE and RELATED SERVICE

ESSA—all children deserve arts education; recently music is named specifically

IDEA—related services support participation in full-service offerings.

Kansas Special Education Process Handbook: [Chapter 5](#) Special Education and Related Services

Free and Appropriate Music Education: FAPE

accommodations provided through the IEP. If a child's IEP states that the child needs a sign language interpreter and if this school-sponsored event is after school or on the weekend, then the school needs to arrange for an interpreter to be available.

K.A.R. 91-40-3. Ancillary FAPE requirements.

(a) Each agency shall ensure that children with disabilities have available to them the same variety of educational programs and services that are available to nondisabled children served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education.

Added specific language

V. Other developmental, corrective or supportive services

K.A.R. 91-40-1. Definitions.

(ccc) "Related services" means developmental, corrective, and supportive services that are required to assist an exceptional child to benefit from special education.

(1) Related services shall include the following:

- (A) Art therapy;
- (B) assistive technology devices and services;
- (C) audiology;
- (D) counseling services;
- (E) dance movement therapy;
- (F) early identification and assessment of disabilities;
- (G) interpreting services;
- (H) medical services for diagnostic or evaluation purposes;
- (I) music therapy;
- (J) occupational therapy;
- (K) orientation and mobility services;
- (L) parent counseling and training;
- (M) physical therapy;
- (N) recreation, including therapeutic recreation;
- (O) rehabilitation counseling services;
- (P) school health services;
- (Q) school nurse services;
- (R) school psychological services;
- (S) school social work services;
- (T) special education administration and supervision;
- (U) special music education;
- (V) speech and language services;
- (W) transportation; and
- (X) other developmental, corrective, or supportive services.

(2) Related services shall not include the provision of any medical device that is surgically implanted, including a cochlear implant, the optimization of the device's functioning, including mapping and maintenance of the device, and replacement of the device.

(kkk) "Special education" means the following:

Major Concepts

- Cross-training for understanding
 - Arts and non-arts trainings together
- Multi-disciplinary for effectiveness
 - Full-service and related service goals
- Work within existing systems for:
 - Advocacy
 - Authenticity
 - Artistic impact

Discussion (Rhoda)

Questions for the presenters

- About the Leadership Network
- About New York
- About Kansas

Implications for your states and settings

Main takeaways for you and your
colleagues

THANK YOU!

Contact:

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rbernard@berklee.edu

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Elaine Bernstorf, Ph.D., CCC-SLP
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Elise Sobol, Ed.D.
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elise.sobol@nyu.edu

Thank you for attending!



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