

Session Handout: Incorporating Common IEP Accommodations & Modifications in the Secondary Classroom

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Session Goals:

1. Review federal and state statutes and goals for special education.
 2. Identify key components of Individualized Education Programs (IEPs).
 3. Analyze example IEPs to develop practical insights.
 4. Implement actionable strategies for inclusion in music classrooms.
 5. Synthesizing learned strategies with example lesson plans.
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I. Federal and State Statutes & Goals

- **Individuals with Disabilities Education Act (IDEA):** Ensures free appropriate public education (FAPE) and least restrictive environments (LRE).
- **Rates of eligibility** for services have been steadily increasing
 - 7.3 million students now eligible for special education related services under IDEA
 - Nearly 15% of all public school students
- **Key Inclusion Statistics (California):**

California

Enrollment	State Rate	State Target
Enrolled students with IEPs	836,846	-
Full Inclusion (general education classroom 80% or more of the day)	59.10%	70.00%
Partial Inclusion (general education classroom 40%-79% of the day)	15.20%	-
Substantially Separate (general education classroom less than 40% of the day)	17.10%	12.00%
Separate Schools, Residential Facilities, or Homebound/Hospital placements	2.50%	-

Target # of Students (70%)	Current # of Students (59.1%)	Difference
585,792	494,576	91,216
Target # of Students (12%)	Current # of Students (17.1%)	Difference
143,101	100,422	42,679
Total # of Students		
133,895		

- Educators should be aware that current state goals for California in inclusion will start impacting music classrooms across the state.
- Music educators should, therefore, be up to date with best practices and research for including disabled students in the general education setting.

II. Key Components of an IEP

1. **Demographics:** Guardian info, foster care status, and language accessibility.
 2. **Eligibility:** Identifies primary and secondary disabilities.
 3. **Related Services:** Includes occupational therapy, speech/language therapy, and others.
 4. **Present Levels of Performance:** Focus on academic progress, behaviors, and transition goals.
 5. **Student Strengths:** Highlights areas for positive reinforcement and social connection.
 6. **Accommodations vs. Modifications:**
 - o **Accommodations:** Adjustments to *how* students learn.
 - o **Modifications:** Changes to *what* students learn.
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IV. Actionable Strategies

Setting & Schedule

- **Visual Schedules:** Helps students anticipate transitions; can also serve as an assessment tool.
- **Timers:** Eases transitions and keeps activities on track.

Student Response Tools

- **Voice Dictation:** Useful for written assignments like concert reflections or theory exercises.
- **Task Checklists:** Visual aides clarify expectations and improve consistency.

Common Accommodations

- **Seating Adjustments:** Place students away from distractions, near exits if needed.
 - **Frequent Checks for Understanding:** Use hand signals or simple scales.
 - **Structured Movement:** Integrate activities allowing full participation.
 - **Extra Response Time:** Give students time to process and respond.
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Resources & Links

- [IDEA Information](#)
- [Visual Schedule Example](#)
- [Behavioral Visual Aids](#)
- [Voice Recorder Tool](#)
- [Berklee Institute for Accessible Arts Education \(BIAAE\)](#)

Suggested Readings

- [Neurotribes: The Legacy of Autism and the Future of Neurodiversity by Steve Silberman](#)
 - [From Surviving to Thriving: Classroom Accommodations for Students on the Autism Spectrum by Jonathan Chase](#)
 - [Teaching Music to Students with Special Needs: A Label-Free Approach by Alice Hammel & Ryan Hourigan](#)
 - [An Attitude and Approach for Teaching Music to Special Learners by Elise Sobol](#)
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Thank You!

For questions or follow-up, contact Brandon Ellsworth at brandon.ellsworth@salinasuhd.org

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