

# BRIDGING SPECIAL EDUCATION SUPPORTS INTO INSTRUMENTAL MUSIC

Special Education Strategy	DESCRIPTION	Instrumental Music Adaptation
Reward Charts	Visual tools using stickers or marks to motivate task completion or positive behavior.	<b>Practice &amp; Progress Charts</b> Track musical goals like scale mastery, consistent home practice, or ensemble participation using stickers or visual progress paths.
Cue Charts	Visual prompts to remind students of expected behavior or routines.	<b>Music Class Visual Prompts</b> Use icons or pictures to cue musical routines and expectations. These might include visual reminders for "Rest position," "Play position," "Watch the conductor," or "Listen silently." Structured transitions.
Behavior Contracts	Written agreement outlining expectations and rewards/consequences.	<b>Instrument Expectations Agreement</b> Outlines care, rehearsal etiquette, and participation goals. Rewards can include fun music privileges.
Token Systems	Earn tokens for positive behaviors; exchange for rewards.	<b>Rehearsal Tokens</b> Earn points for showing leadership, being on task, helping tune, etc. Tokens = music-themed rewards or fun choices.

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Social Stories	Simple stories that explain social situations and expectations.	<b>Concert &amp; Ensemble Expectations</b> Visual guides for "Concert Day," "Rehearsal Etiquette," or "Asking for Help." Reduces anxiety and increases success.
Choice Boards	Menus of task options to reduce anxiety and support autonomy.	<b>Practice Station Menus</b> Options like "Warm-up with scales," "Try a duet," "Work with a peer," or "Conduct a rhythm." Builds independence and buy-in
Self-Monitoring Checklists	Students track their own behavior and reflect.	<b>Personal Rehearsal Goals</b> Check off: "Played with focus," "Watched conductor," "Used correct posture." Encourages self-awareness and accountability.

These are things you are already doing in the music education classroom but just need to be modified to mirror what a student regularly sees in their special education classroom.

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