

12-2015

The Perceived Value of Music Teacher Input During IEP Meetings: Special Education Teacher Survey Responses

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ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME

THE PERCEIVED VALUE OF MUSIC TEACHER INPUT DURING IEP MEETINGS:
SPECIAL EDUCATION TEACHER SURVEY RESPONSES

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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December 2015

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Title: The Perceived Value of Music Teacher Input During IEP Meetings: Special Education Teacher Survey Responses

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The purpose of this mixed-methods study was to determine special education teachers' perceptions of music teachers' involvement in the Individualized Education Plan (IEP) process. The study also examined types of collaborations that exist between music and special education teachers when working with students with special needs and the factors that may or may not support collaboration. Data were collected through a researcher-constructed survey. The survey asked participants ($N = 181$) to rate their level of agreement to several Likert scale items. Other statements asked participants to rate the frequency in which certain types of collaborations between music and special education teachers occurred. Qualitative data were collected through open-ended responses that allowed participants to explain their rating for the statements. The survey was distributed using Facebook pages for special education teachers and consisted of four sections: (a) demographic information, (b) perception of music teacher value in the IEP process, (c) types of collaborations, and (d) factors that may or may not support collaboration between the music and special education teacher.

The results of the study determined that special education teacher's value input from music teachers in the IEP process. While special education teachers are more likely to seek input prior to the IEP meeting, the results show that the majority of special education teachers would like music teachers to be part of the IEP meeting. This study

also found that scheduling and class coverage are the most significant obstacles to music teachers participating in the IEP meeting. The most prevalent type of collaborative relationship between music and special education teachers is indirect communication and using paraprofessionals as liaisons for information. While this study determined that special education teachers value the participation and input of music teachers in the IEP process, there are a few factors that still prevent many collaborative relationships.