

LIBERTY UNIVERSITY

SCHOOL OF MUSIC

**Music Education of Korean-American Students with Autism Spectrum Disorder (ASD)
Living in Los Angeles County and Orange County**

A Thesis Submitted to
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by

Hyoungjik Kim

Lynchburg, Virginia

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Abstract

Students with special needs are legally guaranteed comprehensive educational support, but some school districts do not provide education support for students with special needs because they do not know the laws and regulations. Also, some local school districts do not provide adequate educational support for special-needs students, even though they know the law. Therefore, this qualitative study investigates the current state of music education for Korean-American students with special needs living in Los Angeles County and Orange County through surveys and statistical data on local school districts. In particular, most schools have already implemented inclusive music classes. Therefore, music teachers need to know how to care for and deal with students with special needs when they teach their music in classes. Through this study, music teachers can learn how to prepare music classes for students with special needs and what terms and requirements they need to learn about the Individualized Education Plan (IEP). Also, the music education manager of the district will be able to know the music education that parents want, and it will be an opportunity to prepare a curriculum that can be applied to students with special needs.

DEDICATION

Halleluia! Let everything that has breath praise the LORD.

First, I would like to thank Heavenly Father for leading me to finish all my doctoral studies and thesis. Also, I would like to express my gratitude to the professors who taught me many things through the doctoral program and helped me finish my doctoral degree safely. In particular, I would like to thank Dr. Jerry Newman, who has always kindly advised and helped me with my thesis, and Dr. Monica Taylor, who was willing to accept my thesis guidance and gave me a lot of advice.

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LIST OF ABBREVIATIONS

ABA	Applied Behavior Analysis
ASD	Autism Spectrum Disorder
FAPE	Free Appropriate Public Education
IEP	Individualized Education Program
EAHCA	Education for All Handicapped Children Act
MENC	Music Educators National Conference
NAfME	National Association for Music Education
IDEA	Individuals with Disabilities Education Act
LRE	Least Restrictive Environment
SDC	Special Day Class
PTA	Parent-Teacher Association

CHAPTER ONE: INTRODUCTION

Robert M. Hensel stated, "I do not have a disability; I have a different-ability."¹

Disability is just an inconvenience in life, not a difference in individual abilities. Instead, there are areas where people with disabilities perform better than those without disabilities, which can lead to significant societal changes. Einstein, Edison, Mozart, Beethoven, and many of the great people who made significant strides in history suffered from disabilities.² Despite their disabilities, they have changed the world with numerous inventions, discoveries, and creations, making considerable achievements. Perhaps, without them, the world could not have made as remarkable progress as it has now.

In addition, many incidents and accidents occur in modern society, so many people suffer many cases of mental and physical damage and acquired disabilities. This means that everyone can become disabled for several reasons. It is very wrong to discriminate against people with disabilities. Education is no exception to this issue of discrimination and should be equal for all students. This is a fundamental American educational philosophy. The federal and state governments have long worked to normalize education for underprivileged students through many laws. In addition, schools and teachers are trying not to discriminate against students. Nevertheless, it is unfortunate that students are still marginalized in education. The underprivileged includes students with special needs and students with various language problems, financial problems, and family problems. In particular, students with special needs

¹ Ellen L. Shackelford and Marguerite Edmonds, *Beyond Disability Etiquette Matters: Step Outside Your Comfort Zone Useful Tools to Educate Yourself* (United States: Xlibris Corporation, 2014), 17.

² Hossein S. Fatemi, *The Medical Basis of Psychiatry* (New York: Springer, 2016), 334.

who cannot express their thoughts due to physical and mental difficulties, even though they want to express their views and positions, are greatly affected by this educational alienation.

This study examines whether students with autism receive equal access to music education in public schools in Los Angeles County and Orange County, how school officials cope with this, and whether the school officials understand the law well. Also, this study shows if there are any obstacles when students with special needs want to participate in music education and finds out how many students with special needs have participated in music programs in public schools through the district's statistic reports in Los Angeles County and Orange County. It is hoped that, through this study, there will be no students with special needs or help who are marginalized in the field of music education.

Background of Topic

In 1923, the Music Supervisors National Conference (MSNC) held the motto "Music for Every Child: Every Child for Music," and they made an effort to provide music education equally to all students.³ Also, the Music Educators National Conference (MENC) members who attended the 1967 Tanglewood Symposium agreed that programs of teacher education must be expanded and improved to provide music teachers who are specially equipped to teach high school courses in the history and literature of music, courses in the humanities and related arts, as well as teachers, equipped to work with the very young, with adults, with the disadvantaged, and the emotionally disturbed.⁴

³ Lauren Heidingsfelder, "The Slogan of the Century: 'Music for Every Child; Every Child for Music,'" *Music Educators Journal* 100, no. 4 (June 2014): 47–51, doi:10.1177/0027432114528716.

⁴ Judith Murphy and George Sullivan. *Music in American Society: An Interpretive report of the Tanglewood Symposium* (Washington D.C: Music Educators National Conference, 1968), 56.

However, music education for every child at MSNC and MENC for underprivileged and emotionally disturbed students does not seem to mean music education for students with special needs. Although there were many efforts to educate students with special needs, there was a limitation due to the social atmosphere or limited law. Public Law 94-142, known as the Education for All Handicapped Children Act (EAHCA), was established in 1975. After establishing Law 94-142, education for students with special needs was legally guaranteed, and music education also began to focus on education for students with special needs.

Music Educators National Conference (MENC) has established an extensive music education system since the 1900s, including the dissemination of music, equal and fair music education, music education for students with special needs, music education for students with diverse cultures, and music education for underprivileged people. Until now, MENC's efforts and roles for special-needs students are very significant. Music Educators National Conference (MENC), now renamed National Association for Music Education (NAfME), develops a curriculum for students with special needs, shares information through regular local conferences with music teachers, and educates music teachers who do not know how to teach music for students with special needs.

The Law for the Education for the Students with Special Needs

The Education for All Handicapped Children Act (Public Law 94-142), now known as IDEA (Individuals with Disabilities Education Act), began in 1975, ensuring a fair and equal right to education for students with special needs. P. L. 94-142 is as follows:⁵

⁵ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 28.

(a) all children ages 5–21, regardless of the nature or severity of their handicaps, are provided a free and appropriate public education; (b) handicapped children will be educated to the maximum extent possible with non-handicapped peers; (c) special classes, separate schooling, or removal of a handicapped child will occur only if the severity of the handicap impedes the education of a child within the general education classroom with the use of supplementary aids and services; (d) each child identified as having a handicap will have an Individualized Education Program (IEP) to match their educational needs and; (e) all children and their families will be offered the right to due process under the Constitution of the United States. (20 USC 1412 Section 612 89 Stat. 780)⁶

P. L. 94-142 became more evident with the passage of the P. L. 99-457 Act, which included early intervention for children with special needs and their education, and extended the age range from 3 to 21. Due to the passage of P.L. 99-457, students with special needs are guaranteed services regardless of the type or severity of the disability and are funded through the Federal Ministry of Education. P.L. 94-142 was amended to the Educational Law for the Disabled in 1990 and changed to the Individuals with Disabilities Education Act (IDEA). The law has been adjusted in four ways as follows: (a) children were re-termed individuals, (b) the term handicapped was changed to persons with disabilities, (c) transition plans were put into place for students preparing to enter the workforce or education beyond secondary school, and (d) autism and traumatic brain injury were added to the list of identified disabilities.⁷

IDEA was revised again in 2002 and 2004, including providing qualified teachers for children with disabilities, implementing regulatory overhauls, and closely monitoring students with special needs. The IDEA was steadily reinforced by revision of law from 1975 to 2008, containing the following essential values: (a) zero reject, (b) non-discriminatory evaluations, (c)

⁶ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 28.

⁷ Ibid., 31.

free appropriate public education, (d) least restrictive environment, (e) procedural due Process, and (f) parental involvement.⁸

Zero rejection means that students with disabilities cannot be excluded from the classroom or educational environment due to disability, and non-discriminatory evaluations indicate that an assigned expert observes students with disabilities without discrimination and equally approaches and supports within the educational environment. For this, parents, experts, and teachers work in teams to discuss and observe. Free appropriate public education means that if a student with special needs is identified as a qualification for special education, appropriate public education must be provided free of charge. In addition, the least restrictive environment means to the maximum extent applicable, students with disabilities will be educated with students who are not disabled. Procedural due process and parental involvement suggest that parents of students who believe their child's placement is inappropriate or need to request a review of other matters can participate in the advocacy process.⁹

As laws for special-needs students were created and revised several times, education for those with disabilities became solid. Specifically, among the laws for students with special needs, the Least Restrictive Environment (LRE) states that, to the maximum extent appropriate, students with disabilities must be educated alongside students without disabilities. It is also

⁸ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 33.

⁹ Ibid., 33-36.

stated that the least restrictive environment is where the student learns best.¹⁰ Therefore, to follow the principles of the LRE in public schools, all educators must make an inclusive classroom. Music teachers are no exception to the effort to create such an inclusive classroom, and for the action, there is a need for a change in music education. Now that inclusive education is in place, most music teachers encounter students with special needs in music classes.

Problem Statement

Although various people in society coexist, it is not easy to pay special attention to people with disabilities or marginalized people. Likewise, in a school where multiple students are being educated, it is not effortless to care about whether students with special needs are getting an equitable and fair education. In this situation, students with special needs are excluded from mainstream classes for various reasons. Providing music and art classes that are emotionally necessary for special-needs students is sometimes challenging. Also, when a parent requests the subject they want through the IEP, the school must grant the request. However, in many cases, faculties and teachers refuse classes that parents request due to overlapping student schedules or various reasons like students' abilities. The problem is not the student's schedule or ability, but if students have to take mainstream classes, schools must support the aides for the students with special needs, mainstream teachers must attend IEP meetings, and make curricula for students with disabilities. For this reason, there are cases where teachers or schools restrict students' requests with special needs or refuse for teachers' or schools' convenience and insufficient funds.

¹⁰ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 34.

Currently, students with special needs have to navigate through two significant issues in music education. First, the schedule is not flexible, as students with special needs have to balance specialized classes with mainstream classes. Therefore, if students with special needs take music classes, they may have to reschedule all their classes or not take requirement subjects. Second, even if students with special needs participate in music programs such as choir or orchestra, music teachers are to teach students with special needs despite their lack of knowledge of accommodating students with disabilities. Disability-related laws require that when special-needs students participate in classes, teachers should prepare a separate curriculum using an IEP. In situations where educators encounter difficulties, educators should accommodate challenges so students can participate with success.¹¹ However, undergraduate and graduate music education programs currently lack coursework to teach diverse groups of students, including disabled students. Even if pre-teachers who majored in music education become music teachers, they may not understand students with special needs or know why they should make a separate curriculum for students with special needs.¹² Recently, Dr. Anthony Joseph Hughes' thesis, "The Inclusion of All Students in a Music Curriculum for California Public Comprehensive High Schools," Mary Elizabeth Quigley's thesis, "The Value of Assessment for the Inclusive General Music Classroom," and Dr. Lora S. Tamagini's thesis, "The Transformative Impact of Inclusive Pedagogical Practice in the Middle School Music Classroom" specifically dealt with inclusive

¹¹ "A Guide to the Individualized Education Program," U.S. Department of Education, accessed by October 1, 2012, <https://www2.ed.gov/parents/needs/speced/iepguide/index.html>.

¹² Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 18.

music classes for students with disabilities.¹³ However, this thesis examines the circumstances and difficulties parents face of students with special needs who have attempted to take music classes. Therefore, this thesis examines the actual situation between schools and students with special needs. Additionally, how to solve these problems in the future is considered.

Purpose Statement

This study examines whether students with autism receive equal access to music education in public schools in Los Angeles County and Orange County, how school officials cope with this, and whether the school officials understand the law well. Also, this study shows if there are any obstacles when students with special needs want to participate in music education and finds out how many students with special needs have participated in music programs in public schools through the district's statistic reports in Los Angeles County and Orange County. It is hoped that, through this study, there will be no students with special needs or help who are marginalized in the field of music education.

Because many local school districts, schools, and students exist in Los Angeles County and Orange County, discovering students' academic status with special needs in all these educational institutions is challenging. Therefore, this study investigates how music education is provided in their school districts for parents of Korean-American students with special needs living in Los Angeles County and Orange County. In addition, this paper introduces best practices for inclusive classrooms by examining several samples of schools in Los Angeles

¹³ Anthony Hughes, "The Inclusion of all Students in a Music Curriculum for California Public Comprehensive High Schools" (PhD diss., Concordia University, Irvine, 2019); Mary Elizabeth Quigley, "The Value of Assessment for the Inclusive General Music Classroom" (MA diss., Liberty University, Lynchburg, 2020); Lora S. Tamagini, "The Transformative Impact of Inclusive Pedagogical Practice in the Middle School Music Classroom." (PhD diss., Northeastern University, Boston, 2021).

County and Orange County. Also, to support students with special needs in the mainstream music classroom, music teachers need knowledge about students with special needs, so it will also provide relevant information for music teachers through literature reviews.

Significance of the Study

Even though students with special needs are legally guaranteed much educational support, local school districts often do not know or know the law but cannot provide adequate support. Today, education is oriented toward inclusive education in which students with disabilities and non-disabled students learn together in a general education setting.¹⁴ Thus, in a situation where students with special needs are directed to an inclusive education in which they receive classes with students from mainstream classrooms, mainstream teachers should learn how to care for and handle students with special needs. Nevertheless, local school districts and public schools tend to separate students with disabilities from non-disabled students for their convenience or circumstances rather than pursuing an inclusive classroom. The reason is that assistant teachers are needed to get students with special needs to take classes with mainstream students, and teachers in mainstream classes have to do more for students with special needs.

School policies or judgments that may harm the inclusive education environment violate the Disability Act, which requires all students to receive an education without discrimination and may seriously impede the inclusive education pursued by American education. Educators should not try to give up the inclusive classroom because it is difficult to manage students with disabilities, but rather pursue the inclusive classroom to provide a fair and equitable education to

¹⁴ Susan Baglieri and Arthur Shapiro, *Disability Studies and the Inclusive Classroom: Critical Practices for Creating Least Restrictive Attitudes* (New York: Routledge, 2012), 3.

students with disabilities. Therefore, teachers in general classrooms should know students' knowledge of special needs and prepare various educational services to receive normal education. To achieve an inclusive classroom for the future not only needs legal and financial support, but it is necessary to close cooperation with local education offices, schools, and teachers.

Research Questions

For students with special needs, the following questions are asked about the education currently provided in schools:

RQ1 What are the desirable characteristics of music education for Korea or Korean-American students with autism as perceived by their parents in Los Angeles County and Orange County?

RQ2. In what ways can music educators in Los Angeles County and Orange County be better equipped to reach students with autism who might otherwise be excluded from music education courses?

Hypotheses

A possible answer to the first research question is addressed in working hypothesis 1:

H1. Desirable characteristics of music education for Korean or Korean-American students with autism, as perceived by parents in Los Angeles County and Orange County, include specialized performance opportunities, modified music activities, and curricular inclusion of special needs musicians throughout music history.

A possible answer to the first research question is addressed in working hypothesis 2:

H2. Music educators in Los Angeles County and Orange County are better equipped to reach students with autism who might otherwise be excluded from music education courses in post-covid special needs training, developing individual curricula, and related law.

Core Concepts

American education has historically strived to provide students with a fair and equal education and has emphasized change and reform to this end.¹⁵ Despite these efforts, some still do not benefit from educational equality. These include students with disabilities, rural students, and low-income students. Fair and equal education is no exception to music education. There should be no marginalized students in music education for a successful education to occur. If there are marginalized students, educators must provide them with a fair and equal opportunity for education. In particular, among these marginalized classes, the most vulnerable are students with special needs. Music teachers should be familiar with related terms and laws so that the students are not alienated from music education and ensure that they receive a proper education.

The Individuals with Disabilities Education Act (IDEA) requires schools to provide Free Appropriate Public Education (FAPE) to students with disabilities.¹⁶ Students with special needs must be educated in an environment similar to ordinary students and must not have any restrictions, called the Least Restrictive Environment (LRE).¹⁷ Music teachers should be aware

¹⁵ Joel Spring, *American Education* (New York: Taylor&Francis, 2015), 12.

¹⁶ Nancy Lee. Jones, B. F. Mangan, Richard N. Apling and David P. Smole, *Individuals with Disabilities Education Act (IDEA): Background and Issues* (Hauppauge: Nova Science Publishers, 2004), 1.

¹⁷ Jean B. Crockett and James M. Kauffman. *The Least Restrictive Environment: Its Origins and Interpretations in Special Education* (Mahwah: Taylor & Francis Group, 1999), 133.

of relevant laws and terminology, ensure no violations of laws against students with special needs in their classes, and actively support students with special needs by participating in the Individualized Education Program (IEP) for students with special needs.¹⁸

¹⁸ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 28.

Definition of Terms

Applied Behavior Analysis (ABA)

Application of learning principles derived from operant conditioning; used to increase or decrease specific behaviors; considerable research supporting its use with individuals with autism

Autism Spectrum Disorder (ASD)

A developmental disorder characterized by abnormal or impaired development in social-communication skills and restricted and repetitive behavior patterns.

Core Curriculum

IEP goals should reflect expertise and implementation of the district's core curriculum as adapted for students with a disability. The core curriculum is the range of knowledge and skills included in the district-adopted course of study and must be learned for successful grade promotion and graduation. The curriculum consists of academic as well as cultural, social, and moral knowledge and skills.

Free Appropriate Public Education (FAPE)

Free appropriate public education means that if a student with special needs is identified as a qualification for special education, appropriate public education must be provided free of charge.

Individualized Education Program (IEP)

A written detailed plan developed by a collaborative team for each student ages 3-21 who receives special education services. An IEP describes both a process and a written document.

Individuals with Disabilities Education Act (IDEA)

The federal legislation governs the education of all disabled students. P.L. 94 -142 mandated that all public schools in the U.S. provide "a free, appropriate public education and related services" to "all handicapped children." Law has been revised numerous times since its original introduction; renamed IDEA and then IDEIA (Individuals with Disabilities Education Improvement Act)

Inclusion

Inclusion is a philosophy and practice focused on educating each child with a disability, to the maximum extent appropriate, in the school and classroom they would otherwise attend. Inclusion entails bringing support services to the child instead of relocating the child to an alternative setting to receive services

Least Restrictive Environment (LRE)

State and Federal law require that students with disabilities be provided with special education and related services in a setting that promotes interaction with the general school population and classmates who are typically developing to a degree appropriate to both needs. The IEP team determines the LRE on an individual student basis.

Free Appropriate Public Education (FAPE)

Every student with a disability is entitled to special education services in a setting that meets their individual needs, and the IEP is designed to provide educational benefit

MSNC: Music Supervisor National Conference

NAfME: National Association for Music Education

Non-Discriminatory Evaluations

This IDEA principle requires schools to evaluate students fairly to determine if they have a disability and, if so, what kind and how extensive. The evaluation must be carried out in a culturally responsive way.

Special Education

Specifically designed instruction, at no cost to parents, to meet the individual needs of a child with a disability

Functional Behavioral Assessment (FBA)

BIP: Behavior Intervention Plan

IEE: Independent Educational Evaluation

Individual Services Plan (ISP)

A plan that describes the special education and related services that the LEA provides to an eligible student voluntarily enrolled by their parent in a private school setting

Mainstreaming

Refers to the selective placement of students with disabilities in one or more general education classes and other school activities.

Procedural due Process

Intended to ensure that children with learning disabilities and other types of disabilities receive a free appropriate public education.

Zero reject

The requirement is that an individual with a disability recognized by the Individuals with Disabilities Education Act (IDEA) cannot be denied access to special education and necessary related services in the United States.

Chapter Summary

All students have the right to an equal and fair education. This right is by no means an exception for students with special needs. True educational advancement is achieved when all students have fair and equitable educational opportunities. This thesis surveys the parents of Korean-American students with special needs living in Los Angeles County and Orange County to investigate how their children receive their music education and whether they are being treated fairly in music programs.

Upon entering the 20th century, various laws related to students with special needs were enacted, and these laws protect students with special needs in multiple ways. However, because laws about students with special needs are so broad, it is difficult for parents, teachers, and even local school district officials responsible for enforcing them to know clearly what these laws are. No matter how well-established the law is and even if the law protects students with special needs, if this law is not put to practical use, the law becomes useless. This thesis examines what rights parents have and what laws teachers need to know and obey to ensure that students with special needs can receive a proper education, especially music education. In addition, this thesis

analyzes how many students with special needs are participating in the music program through statistical data from each local school district.

CHAPTER TWO: LITERATURE REVIEW

To discuss music education for students with special needs, first, the laws for students with special needs and how the laws are being applied need to know. Also, no matter how well the law is being formulated, if the law is not applied well in the actual educational field, the law is meaningless. Therefore, it is essential to know how to observe the law in the field of education and what preparations teachers need to keep the law. Chapter two, the literature review, first deals with the impact of music on students with special needs and the history of the Americans with Disabilities Act. Also, it deals with the Education for All Handicapped Children Act (EHA) of 1975 and the Individuals with Disabilities Act (IDEA) which have made several revisions since then. In addition, since this paper deals with California education, this chapter focuses on California's Disability Act. Finally, related laws and cases are explored on how inclusive education that all students can receive in one classroom should be done for students with disabilities.

Definition of Disability

Disability refers to a state of the body or mind and is a factor that makes it difficult for a person with that state to perform certain activities and interact with the world around them. Types of Disability include vision, movement, thinking, remembering, learning, communicating, hearing, mental health, and social relationships. According to the 2018 Center for Disease Control and Prevention (CDC) statistics, the number of people with disabilities in the U.S. reached about 61 million adults, which is a proportion of 26% of the total population and a very

high proportion of one in four.¹⁹ Also, when 33 infants are born, one is born with a disability. The causes of congenital disabilities can vary widely, including folic acid deficiency, alcohol, smoking, drugs, infections, obesity, diabetes, and environmental factors. Acquired disability is a disability caused by an illness or accident rather than a disability from birth. The causes are head trauma, spinal injuries, loss of vision, loss of hearing, loss of limbs, post-stroke, arthritis, and mental illness.²⁰

Type of Disability

Physical Disabilities

Physical disability is any degree of a physical nature caused by bodily injury, disease, birth defects, weakness, deformity, deterioration, failure of function, diabetes, epilepsy, amputation, lack of coordination, visual impairment, or hearing impairment.²¹ Depending on the degree of disability and the type of disability, the disability may or may not affect a student's academic performance. Students with physical disabilities generally have a full cognitive function but sometimes have difficulty achieving their needed skills.²² In addition, since hearing impairments rely heavily on seeing or touching, and visual impairments rely heavily on listening and touching, students generally have an excellent sensory function and tend to rely on them.²³

¹⁹ “Disability and Health Overview,” Disability and Health Promotion, CDC, accessed August 15, 2020, <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html/>.

²⁰ “What is ‘Acquired’ Disability?” Acquired Disabilities, Employer Disability Information, accessed August 15, 2020, <http://www.employerdisabilityinfo.ie/advice-and-information/what-is-disability/acquired-disabilities>.

²¹ “Definition,” Physical Disabilities, Supporting Students with Disabilities, accessed August 9, 2020, <https://www2.unb.ca/alc/modules/physical-disabilities/definition.html>.

²² Heekyu Kim, *Theory of Music Education in Special Education* (Paju: KyoyookBook, 2011), 21.

²³ Ibid.

Mental Health Disorders

According to the American Psychiatric Association, it is impossible to define what constitutes a mental health disorder.²⁴ However, a person is considered to have a mental health disorder when the person's mood or thought process negatively affects their function in a way that experiences a marked impairment in social, academic, or professional function. Mental health disorders are caused by biological, psychological, and social problems, or a combination of these three, and include depression, anxiety, bipolar disorder, schizophrenia, and post-traumatic stress disorder.²⁵ Mental health disorders include disabilities that are congenital disabilities such as autism, Attention-Deficit Hyperactivity Disorder (ADHD), and intellectual disabilities, and acquired disabilities such as depression, trauma, and addiction that are acquired factors.

Studies have shown that autism results from genetic and non-genetic or environmental effects. Genetic risk factors can be passed on to a child if they have one or more of the gene changes and may occur spontaneously in the early embryo or sperm and eggs that have been combined to produce an embryo. However, most of these genetic changes do not cause autism alone. An environmental factor is when children genetically susceptible to autism may have an

²⁴ "Definition," Physical Disabilities, Supporting Students with Disabilities, accessed August 9, 2020, <https://www2.unb.ca/alc/modules/physical-disabilities/definition.html>.

²⁵ Ibid.

increased risk of autism due to their surroundings. These environmental factors include advanced parent age, pregnancy, and birth complications.²⁶

In modern society, the number of students with special needs is increasing due to mental health problems. Mental health problems can negatively affect a student's ability, even if they do not cause problems in school and in everyday life.²⁷ Common traits of students with mental health disorders are repeated absences, difficulty performing work, and experiencing high levels of anxiety, tremors, and pulse rise.²⁸ In addition, they continue to have depression, develop negative thoughts, and feel suicidal thoughts. Students with anxiety disorders or depression may feel uncomfortable with group activities or oral presentations and have difficulty completing tasks that should be intellectually performed.²⁹

Intellectual Disability includes a general mental ability that affects functioning in two areas: Intellectual function (e.g., learning, problem-solving, judgment) and adaptive function (daily life activities such as communication and independent living).³⁰ In general, intellectual disability is known to be distracting, lack memory, and cannot learn from observation or

²⁶ "What Causes Autism?" Autism Speaks, accessed August 15, 2020, https://www.autismspeaks.org/what-causes-autism?gclid=Cj0KCQjw7Nj5BRCZARIsABwxDKKlfBCEv-Vu7BgvnAStGhKwywmGNDm3l4yLkH8FmeV7GOI_g-r8Q4UaAr1FEALw_wcB.

²⁷ "Mental Health Disorder," Supporting Students with Disabilities, accessed August 15, 2020, <https://www2.unb.ca/alc/modules/mental-health-disorders/implications-for-learning.html>.

²⁸ Ibid.

²⁹ Ibid.

³⁰ "What is Intellectual Disability?" Intellectual Disability, American Psychiatric Association, accessed August 9, 2020, <https://www.psychiatry.org/patients-families/intellectual-disability/what-is-intellectual-disability#:~:text=Some%20mental%20health%2C%20neurodevelopmental%2C%20medical,and%20depression%20and%20anxiety%20disorders>.

imitation. Also, they often have negative self-concepts socially and emotionally, lack insight, and show aggressive characteristics.³¹ Autism Spectrum Disorder (ASD) is a developmental disorder that can cause serious social, communication, and behavioral problems. According to the CDC, in December 2021, 1 in 44 people was diagnosed with autism. More than 7 million people in the United States are on the autism spectrum, and the number is steadily increasing.³² Their symptoms vary widely; most have social problems and difficulty communicating. However, they are very talented in some fields and enter higher education.³³ Also, there is often nothing about how people with ASD are different from others, but people with ASD can communicate, interact, act, and learn differently than most others.³⁴

Autism

The term autism first started with "early infantile autism." Leo Kanner, the first pediatric psychiatrist at Johns Hopkins University, first used the word. In 1935, a mother visited a psychiatrist, Leo Kanner, at Johns Hopkins University to assess the condition of her son Alfred, who was three and a half years old. As a result of the assessment, Alfred was a healthy child and had no problems with the Intelligence Quotient (IQ) test, but psychological and emotional issues

³¹ "What is Intellectual Disability?" Intellectual Disability, American Psychiatric Association, accessed August 9, 2020, <https://www.psychiatry.org/patients-families/intellectual-disability/what-is-intellectual-disability#:~:text=Some%20mental%20health%2C%20neurodevelopmental%2C%20medical,and%20depression%20and%20anxiety%20disorders.>

³² "Autism Acceptance Month," Autism Society, accessed October 12, 2022, <https://autismsociety.org/the-autism-society-of-america-invites-you-to-celebrate-differences-during-aprils-autism-acceptance-month/>.

³³ Christopher Roberts, "Tips."

³⁴ "What is Autism Spectrum Disorder?" Autism Spectrum Disorder (ASD), Center for Disease Control and Prevention, accessed August 9, 2020, <https://www.cdc.gov/ncbddd/autism/facts.html>.

were found in him. He liked to play alone and tended to be obsessed with things. After evaluating this child's condition, Dr. Kanner selected eleven children, including Alfred, who had symptoms similar to Alfred, and observed and studied them. He published a paper in 1943 called *Autistic Disturbances of Affective Contact*, in which he concluded that Alfred and ten children had a disease utterly different from a disease such as schizophrenia, and they had "extremely autistic loneliness."^{35,36}

Kanner defined them as children born with extreme autistic aloneness and continued his research on autism after publishing his paper. In 1980, the American Psychiatric Association (APA) completely distinguished infantile autism from schizophrenia in the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*, and the DSM list included infancy onset and reactions to others. Also, APA included diagnostic criteria that included deficits, speech developmental disorders, atypical speech patterns, and excessive interest in objects. In 1987, the DSM replaced Infantile Autism with the term autism and reorganized it into three categories: impairment in reciprocal social interaction, communication, and restricted or repetitive behaviors.³⁷

The National Institute of Mental Health (NIH) defines "Autism spectrum disorder (ASD)" as a neurological and developmental disorder that affects how people interact with others,

³⁵ Adam Feinstein, *A History of Autism Conversations with the Pioneers* (Chichester: Wiley-Blackwell, 2010), 27.

³⁶ Leo Kanner, "Autistic disturbances of affective contact," *Nervous Child*, 2 (1943): 242.

³⁷ Bryan H. King, Noa Navot, Raphael Bernier, and Sara Jane Webb, "Update on Diagnostic Classification in Autism," *Current opinion in psychiatry* 27, no. 2 (2014): 106.

communicate, learn, and behave."³⁸ Although ASD differs from person to person genetically, other causes are still unknown, and ASD is still being studied. There is a rare genetic cause of ASD, so it cannot be concluded that a genetic factor causes it, and the exact cause is still being studied. ASD is a "spectrum" disorder because the symptoms vary from person to person. People with ASD look no different from others, and their abilities vary so much that some people have advanced conversational skills, while others have language disorders that cannot speak even simple conversation. Also, some people with ASD need very much help with their daily life, while others can live independently without help from others.³⁹

In general, ASD is detected before the age of three years, and symptoms can be significantly improved if treatment such as Applied Behavior Analysis (ABA) is received early. Above all, early detection and treatment are essential because the symptoms are better the earlier the treatment is started. According to the U.S. Department of Health and Welfare, autism can be diagnosed in children before the age of two, and early intervention in autism treatment provides them with the best start and the opportunity to reach their full potential. Above all, through early intervention, some children with autism are making so much progress that they are no longer on the autism spectrum. Many children who deviate from the spectrum have the following in

³⁸ "Autism Spectrum Disorder," National Institute of Mental Health (NIH), accessed June 20, 2022, https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd#part_2279.

³⁹ "What is Autism Spectrum Disorder?," Centers for Disease Control and Prevention (CDC), accessed June 25, 2022, <https://www.cdc.gov/ncbddd/autism/facts.html>.

common: a diagnosis and treatment at an early age, an I.Q. higher than the average of children with autism, and better language and motor skills.⁴⁰

A significant symptom for people with ASD is limited social communication and interactions, and they tend to be preoccupied with repetitive behaviors or certain things. Therefore, due to poor social communication, people with ASD may not be able to empathize with other people's emotional states or thoughts well, so they may experience difficulties in relationships with their friends as they become adolescents. According to CDC statistics, in 2000, the prevalence of autism was one in 150, but in 2018, the rate continues to rise to one in 44.⁴¹ As the number of students with autism continues to increase, it is time to change the educational environment accordingly.

History of Music Education for Students with Special Needs

In the history of music education in the United States, the first generation focused on distributing music to ordinary people, such as in singing schools. Bennett Reimer, one of the philosophers who raised critical questions about music education in the mid-1900s, began a systematic review of the nature and value of music and music education as the basis for a music education philosophy, and this philosophy was reflected in music education by Music Educators National Conference (MENC).⁴² In the late 1900s, music education emphasized equal and fair

⁴⁰ "Early Intervention for Autism," National Institutes of Health (NIH), accessed September 15, 2022, <https://www.nichd.nih.gov/health/topics/autism/conditioninfo/treatments/early-intervention>.

⁴¹ "Data & Statistics on Autism Spectrum Disorder," Centers for Disease Control and Prevention (CDC), accessed June 25, 2022, <https://www.cdc.gov/ncbddd/autism/data.html>.

⁴² Betty Anne Younker, "Consistent and Persistent, Distinctive and Evolving: Musical Experience as an Intellectual Human Condition," *Philosophy of Music Education Review* 23, no. 2 (Fall, 2015): 155-67.

education to ensure that all students could be educated without discrimination. Today, music education is developing that recognizes multiculturalism, actively supports students who need special education, and can contribute to the community besides school.

Music on Students with ASD

Music makes the mind and spirit healthy, helps to form a harmonious personality, and fosters healthy behavior patterns. Plato said about music as below:

Music is a moral law. It gives a soul to the universe, wings to the mind, flight to the imagination, a charm to sadness, gaiety, and life to everything. It is the essence of order and leads to all that is good, just, and beautiful, of which it is the invisible but nevertheless dazzling, passionate, and eternal form.⁴³

Humans can feel beauty through music and have the ability to express it, thereby purifying the human soul and developing rich humanity. In addition, music helps develop students' musical potential and creativity, allows them to express their feelings and thoughts through music, improves their quality of life, and helps them become holistic human beings. Therefore, music education at an early age is essential for emotional and mental health, and schools should strive to provide high-quality music education to students. Therefore, music education at an early age is vital for emotional and mental health, and schools should strive to provide high-quality music education to students.

Students with special needs are no exception to this. Students with ASD often show interest in music, and some students show excellent talent. Above all, students with ASD tend to become obsessed with one thing, so if students with ASD with musical talent become obsessed

⁴³ John Lubbock, *The Pleasures of the Life* (London: Macmillan & Company, 1913), 181.

with music, they can achieve great success as musicians. Also, because one of the characteristics of students with ASD is that they lack social skills, through musical ensemble participation, students with autism can develop social skills and a cooperative spirit, and it is an excellent opportunity to express their feelings and emotions. Alice M. Hammel and Ryan M. Hourigan state, "The use of music can be powerful in the life of a student with autism as they provide unique avenues for receptive and expressive language as well as opportunities for growth in communication, cognition, behavioral/emotional, sensory, and physical areas."⁴⁴ Mazur states that learning music, socializing with other students, and having positive experiences as part of a broader integrated music classroom is essential. An integrated music classroom can be a natural time for students with autism and mainstream students to mingle and provide opportunities to understand and grow together.⁴⁵

Music Education for Students with Special Needs

Music education aims to develop human potential and creativity, express one's feelings and thoughts through music, improve the quality of life, and become a human with a balance of intelligence, sensitivity, and will. However, it can be seen that music education so far tends to alienate those with mental and physical disabilities somewhat. Music education purifies emotions, fills musical experiences, and enhances communication and social adaptability. In particular, for children with disabilities who may feel the limitations of communication due to physical and emotional disabilities, music education alleviates them and provides emotional

⁴⁴ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Autism*, 2nd ed. (Cary: Oxford University Press, 2020), 20.

⁴⁵ Kathleen Mazur, "An Introduction to Inclusion in the Music Classroom," *General Music Today (Online)* 18, no. 1 (Fall, 2004): 10.

stability. In addition, music education serves as an outlet for students with special needs by providing opportunities for them to socialize with other children through musical activities and helps control muscles through instrumental activities. It can instill confidence by promoting smooth exchange.

Effects of Music Education on Students with Special Needs

It has already been proven scientifically that music has psychological and emotional effects on students with physical disabilities and mental health disorders.⁴⁶ Music is one of the oldest and most natural means of human communication and self-expression, and it is also used as a non-verbal means for relationship formation.⁴⁷ Therefore, music can be an appropriate medium for children with disabilities to contribute to society by affecting their own attitudes and the attitudes of society and experts toward them. In addition, music is essential for developing self-awareness as a non-verbal and allows mentally and physically disabled children to enjoy or benefit from music regardless of their disability.⁴⁸

Music satisfies the diverse needs and experiences of students with special needs and plays a role as an influence on communication and socialization. Music relieves students with special needs who may have communication difficulties due to physical and emotional disabilities. Music provides an emotional outlet and provides opportunities for students with special needs to socialize with other children. In addition, music, which serves as an outlet for

⁴⁶ Heekyu Kim, *Theory of Music Education in Special Education* (Paju: KyoyookBook, 2011), 33.

⁴⁷ Ibid.

⁴⁸ Ibid.

children's needs, helps control the muscles of the whole body through rhythmic music activities and helps develop vocalization and listening discernment. Therefore, music educators should satisfy each child's desire for mental development and help the child make mental progress. A typical education method for students with special needs can be boring and frustrating, but music education can be interesting and motivating. As a result, music educators should make an effort to develop a specific music education program and curriculum for students with special needs.

Music Class for Students with Special Needs

Providing fair and equitable music education to students with special needs is essential, and the Disability Act legally guarantees this fair and equitable education. Although the number of students with special needs is increasing faster than before, the development of an educational system for them is progressing very slowly, and the music teachers who teach them have little knowledge about them. Currently, university and graduate music education programs do not only lack subjects for the education of disabled students, and some subjects are in parallel with music therapy programs.⁴⁹ Therefore, music teachers often lack experience and knowledge of students with special needs, so they do not know how to handle them. Even under these circumstances, music education for special-needs students occupies a significant position.

Music education is vital for special-needs students because they cannot only find psychological stability through music but also develop the ability to express their emotions. Also, appropriate music education helps to improve social skills and develop musical talents in

⁴⁹ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 12.

students with special needs. Although there are specific areas, such as music therapy for students with special needs, it is often the music teacher's responsibility to care for students with special needs, as most local school districts do not hire or supply music therapists. Although music teachers cannot provide music therapy to students with special needs like music therapists, they can help them enjoy music and enable them to express their feelings.

In addition, although the law on IEP has been in place for quite some time, music education for students with special needs is not well implemented because parents do not know how their children should receive music education or because of the indifference of music teachers. In her study of the effects of music education on two students with autism, Amanda R. Draper said, "As I examined the role of music education for these two students, it became clear that factors related to the educators and school community had a notable impact on their experiences."⁵⁰ She introduces the case to Tower Elementary as follows:

With the influx of students with disabilities enrolling at Tower Elementary, it became apparent to the educational team that changes were needed to support these learners socially as well as academically. They were confronted with a decision regarding how best to welcome these guests into their home. Rather than force the students with disabilities to fit into a school culture, the staff coordinated disability awareness and peer mentoring programs to cultivate an environment where the students were given space to be themselves and accepted as members of the community. Peers without disabilities developed new understandings about students with disabilities and formed genuine friendships that were mutually beneficial.⁵¹

As evidenced by Draper's study, music education for students with special needs cannot be achieved only by institutional law or the efforts of music teachers but by working with them

⁵⁰ Amanda Ruth Draper, "Music Education for Students With Autism Spectrum Disorder in a Full-Inclusion Context," *Journal of Research in Music Education* 70, no. 2 (July 2022): 140.

⁵¹ *Ibid.*, 148.

in the school community, including IEP, and providing individualized curriculum and a friendly environment for them.

Music Class for Students with Autism

Students with autism have inferior social and language skills, so they often fail to get along with their friends and express their situation. Teachers should be aware of these characteristics and should actively intervene and develop ways to communicate with autistic students to help children get along with other children. In particular, music teachers need to understand these autistic students better, and their roles are significant. This is because music subjects in most schools are inclusive classes, and music education plays a significant role in students with autism.

Jinnah Kim's research team investigated the effect of music therapy on a group of children with autism between the ages of three to five years. According to the research, language skills began to develop in three in five children when music therapy was administered. As a result, public schools should develop school curricula linked to ABA education and actively participate in music education for children with autism.⁵²

How to Teach Music to Students with Special Needs

In order to teach students with special needs effectively, teachers need to get accurate information about students. In order to get information about students, it is necessary to find out directly with parents, counselors, and students, and the most effective thing to do is to participate

⁵² Jinah Kim, et al. "The Effects of Improvisational Music Therapy on Joint Attention Behaviors in Autistic Children: A Randomized Controlled Study," *Journal of Autism and Developmental Disorders*, vol. 38, no. 9 (2008): 1758–1766, <https://doi.org/10.1007/s10803-008-0566-6>.

in the Individualized Educational Program (IEP) meeting.⁵³ The meeting held regularly to share student information and set learning goals is called the IEP, and all students with special needs have regular IEP meetings. Teachers, parents, a speech therapist, a psychologist, and special education staff of the local school district will participate in this meeting. Unfortunately, most IEP meetings rarely include music teachers. National Association for Music Education (NAfME) strongly recommends that music teachers are also included in the IEP. This is because most of the teachers' music classes also involve special-needs students.⁵⁴

Also, collaboration between teachers and schools is necessary to successfully educate students with special needs. First, teachers should be familiar with particular disabilities, avoid preconceived notions about student abilities, and keep the classroom well-organized and free from distractions.⁵⁵ In addition, directions should be kept simple and direct to make it easier for students with disabilities to navigate the classroom. In addition, if individual music education is needed, a lesson routine should be set up so that it is conducted regularly.⁵⁶

Curriculum for Students with Special Needs

Music education should be taught based on music experience taking into account students' individuality and ability and allowing learners to express music through various activities beautifully, acquire basic knowledge and skills, and communicate their thoughts and

⁵³ “Strategies for Students with Special Needs,” General Music Education, National Association for Music Education, accessed August 15, 2020, <https://nafme.org/strategies-for-students-with-special-needs/>.

⁵⁴ Alice-Ann Darrow and Mary S. Adamek, “Recent and Continuing Initiatives and Practices in Special Education,” *Music Educators Journal* 104, no. 2 (December 2017): 32–37. doi:10.1177/0027432117733029.

⁵⁵ National Association for Music Education, “Strategies for Students.”

⁵⁶ Ibid.

musical feelings effectively.⁵⁷ A curriculum of inclusive music education should be specially formulated so that students with special needs through music activities can learn values and discipline in harmony with the local community and develop active participation and cooperation in schools, families, and communities. In addition, music activities can improve the ability to think integrated and express diversely in connection with other subjects and help in school life as a whole. Thus, it is also an excellent way to form a curriculum in conjunction with other subjects.⁵⁸ Music teachers should write separate curricula for students with special needs, and if they have the opportunity, they should also participate in Individualized Education Programs (IEP) meetings.

Goals of Music Education for the Students with Special Needs

It can be said that the fundamental task pursued by music education today is character formation and fostering original and creative human beings. In addition, education is to help growing students have the ability to meet the needs of society and to achieve personal intellectual, personality completion, and self-realization. The education of students in need of special help is no different. Music education for them should also focus on achieving intellectual abilities, character completion, and self-fulfilling. Fortunately, music has elements that society requires, which are social, psychological, and philosophical functions.

⁵⁷ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 126-127.

⁵⁸ Ministry of Education in Korea, *Introduction to Curriculum in Special Education* (Seoul: MOE, 2015), 284.

Music education for special-needs students is from a social, psychological, and philosophical perspective. First, as a social effect of music education, students form and maintain their roles and relationships with others through activities conducted in groups. In the course of group activities, the sociality related to the development and development of one's own body image, social distance from others, and approach methods are developed. In addition, students with special needs develop a sense of cooperation and responsibility through group music activities, and through these, they can develop social behaviors such as following directions or focusing and waiting for their turn. Second, as the psychological effect of music education, they usually show a sensitive response to rhythm, the rhythm softens the muscles by its action to give a taste of openness, and the melody remarkably affects mood change. Third, as the philosophical effect, they can recognize the beauty of music through the experience of listening to and playing music, and they can experience an emotion such as feelings of happiness, sadness, anger, and so on while listening to music. Through this, they can learn music's aesthetic essence and value. As a result, music education, which has the purpose of therapy, should be basically educated to lead a more beautiful and happy life by experiencing various emotions. Music educators need to teach music based on social, psychological, and philosophical perspectives.

Laws for Students with Special Needs

The Act for Students with Disabilities started a new history in 1975 with the amendment of the Education for All Handicapped Children Act (EHA) (Public Law 94-142). Before the EHA was enacted, many special-needs children were denied education and learning opportunities in public schools. In 1970, only one in five children with disabilities could be educated at public schools, and many states enacted laws that excluded students with disabilities

from education.⁵⁹ However, since the passage of the EHA in 1975, the basis for the provision of special education and related services was established, making significant progress in the education of children with disabilities. The Disability Education Act, better known as the Individuals with Disabilities Education Act (IDEA), is a law based on the EHA, and the law was renamed IDEA in 1990. IDEA has enacted several amendments to get to where it is today, and to this day, this law is the basis on which students with disabilities can enjoy numerous benefits under the public education system.

California's Act for Students with Disabilities

The federal law for students with disabilities is the IDEA. California has passed its laws similar to the IDEA, which forms the basis for providing services in the state. (California Education Code (Cal. Ed. Code) Sec. 56000 or less.) This state of California law on the provision of special education and related services contains most of the provisions of the federal IDEA and is very similar. However, when federal laws are unclear or omitted, the federal Department of Education and the California Department of Education (CDE) have made regulations under the authority of IDEA or state law. Because California has established its laws and regulations, people in California generally follow the state's provision for special education. However, if there is a conflict between federal and state laws, the provisions of federal law must be followed.

In general, if autism is diagnosed early, in California, regional centers begin providing behavioral education support for autistic children. According to the California Department of

⁵⁹ “A History of the Individuals with Disabilities Education Act,” IDEA (Individuals with Disabilities Education Act), accessed February 18, 2022, <https://sites.ed.gov/idea/IDEA-History>.

Development Services, infants at risk of developmental disabilities or developmental delays from 0 to 36 months can receive regional center services. From 2021, under the Lanterman Developmental Disability Services Act, eligible children aged 4 and 5 are also eligible for service. When children with autism start public schooling, regional centers stop or limit support for services such as ABA. After that, children with autism must rely on public school education and insurance companies to maintain the services like ABA. Therefore, public schools should actively support children with autism to maintain their education before school and create an educational environment where autistic children can get along with ordinary students. Above all, students with autism have inferior social and language skills, so they often fail to get along with their friends and express their situation.

Education for Students with Special Needs

Hallahan and Kauffman define special education as "Specially designed instruction, which meets the unique needs of an exceptional child." In the 19th century, special education took place in separate schools and institutions, but in the late 20th century, it developed into an inclusive model. In addition, public schools have recently moved toward including all students with special needs in regular classrooms.⁶⁰ In this situation, teachers for special education have two tasks: supporting inclusive education and teaching students with special needs. Hammel and Hourigan, in their book, *Teaching Music to Students with Autism*, wrote as follows:

Special educators are on the difficult front line of two reform initiatives: general, special education, and inclusion. These challenges are often causal to drastic turnover in the field of special education and, sometimes, to a lack of coordination or communication between

⁶⁰ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 6.

special and regular (music included) education teachers. There is always a demand for special educators because of the stresses involved with special education.⁶¹

Students with special needs in public schools increased over the second half of the 20th century.

Of course, students with special needs in wealthy homes can receive high-quality special education with special teachers and good systems in well-equipped classrooms in private schools.⁶²

However, students with special needs who need to attend public schools cannot receive proper special education without the government's budget. This is similar to schools in rural areas lacking education services. Also, families with special needs generally suffer financial and mental burdens on their children. They must always live busy life because of their children's special education, language, physics, and behavioral therapy. They must always take care of their children next to them to not make mistakes or difficulties. In this situation, public schools should support children with disabilities to receive equal education, and music educators are also essential to this support system.⁶³

Inclusive Classes for Students with Special Needs

A significant part of IDEA is the least restrictive environment (LRE). Law 34 CFR Sec. 300.114 states that special education for students with disabilities must be provided in the least

⁶¹ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 9.

⁶² Ibid.

⁶³ Ibid.

restrictive settings.⁶⁴ This means that, to the fullest extent appropriate, all students with disabilities should be educated alongside students without disabilities. Ultimately, this is an inclusive classroom that the U.S. Department of Education is pursuing. However, despite these laws and the will of the Ministry of Education, many students with special needs are still separated from students without disabilities in special education settings, and schools or school districts do not encourage them to attend regular classrooms. In a way, regardless of the U.S. laws and the efforts of the Department of Education, the situation is the opposite in front-line education.

In particular, Act 20 USC Sec. 1414(d)(1)(A); 34 CFR Section at 300.320(a)(1), a free appropriate public education (FAPE) for each student with a disability requires special education students to participate in the general education curriculum and progress toward achieving Individualized Education Program (IEP) goals.⁶⁵ ⁶⁶ Interpreting this law, all students with special needs have the right to an IEP, which requires each teacher to design a separate curriculum for each individual student with a disability. However, ironically, many teachers in public schools are unaware that these laws exist and often do not even know that students with special needs are required to create a separate curriculum for them to participate in their classrooms. Also, when attending an IEP meeting, many cases only attend the sessions they need to attend and leave the

⁶⁴ “Sec. 300. 114 LRE Requirements,” IDEA (Individuals with Disabilities Education Act), accessed February 18, 2022, <https://sites.ed.gov/idea/regs/b/b/300.114>.

⁶⁵ “Section 1414(d),” IDEA (Individuals with Disabilities Education Act), accessed February 18, 2022, <https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1414/d/1/A>.

⁶⁶ “Part 300 – Assistance to States for the Education of Children with Disabilities,” Code of Federal Regulations, accessed February 18, 2022, <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300>.

meeting because they do not know the relevant laws or terminology. Due to this situation in the educational field, the inclusive classroom is challenging, and the practical and effective inclusive classroom is challenging because the teachers in the mainstream do not have a good understanding of the inclusive classroom. A good illustration of this situation is the case of Endrew F. Supreme Court (Endrew F. v. Douglas County School District Re-1, 137 S. Ct. 988).

U. S. Supreme Court Case (Decision Endrew F. v. Douglas County School District Re-1)

The case involved Endrew, a child with autism who attended a public school in Colorado. Although he received a new Individualized Education Program (IEP) each time, it was substantially similar in goals and services. As a result, he did not make any educational or functional progress. Eventually, his parents rejected the IEP offer from the public school and transferred Endrew to a private school for children with autism. After moving, he made remarkable strides in his educational achievement and adaptation. Endrew's parents filed a due process hearing requesting reimbursement for private school tuition. However, an administrative hearing determined that Endrew's public school IEP was appropriate, and his parents appealed to the federal district court and the Tenth Circuit Court of Appeals. Still, none of the agencies granted their request. Endrew's parents appealed to the Supreme Court, and the court eventually granted their request.⁶⁷ This decision means that IEPs need to go beyond helping students with disabilities stay in school and structure their IEPs to help them reach their full potential in

⁶⁷ “Questions and Answers (Q&A) on U. S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1,” IDEA (Individuals with Disabilities Education Act), accessed February 18, 2022, <https://sites.ed.gov/idea/questions-and-answers-qa-on-u-s-supreme-court-case-decision-endrew-f-v-douglas-county-school-district-re-1/>.

school. 137 S. Ct. 990 determines that children should have the opportunity to achieve challenging and ambitious goals through an IEP.

Best Practices for Inclusive Classrooms

This chapter introduces best practices for inclusive classrooms in California's public schools. These schools have been introduced as Best Practices by the California Department of Education. The first case was introduced to the California Department of Education in June 2018.

O.N. Hirsch Elementary School

Hirsch Elementary School, part of the Fremont Unified School District in Alameda County, is a school of the traditional education system with 571 students. Hirsch Elementary School operates "A Caring Community," where all students work together to promote the development of social, emotional, physical, and academic excellence. The school's goal is to provide a rigorous and challenging curriculum, providing a safe and positive learning environment for all students. Additionally, by working together, all students can achieve their goals by providing a fully inclusive program and ensuring that all students have access to the core curriculum, academic support programs, and enrichment programs. In particular, Hirsch Elementary School attaches great importance to diversity for mutual consideration and understanding.

School district translators and their staff members who speak various languages work with the parents of students of all racial backgrounds to ensure clear communication. Students with diverse social and economic backgrounds, such as socioeconomically disadvantaged,

English learners, students with disabilities, and gifted children, achieve various achievements with support from schools. Furthermore, the Hirsch School has thrived with numerous volunteers and Parent-Teacher Association (PTA) for staff and students. Their model programs and practices target socially and economically disadvantaged English learners and students with disabilities. Their strategies are small learning communities, parent involvement, data-driven decision-making, social/emotional/behavioral support, and professional development.

In the K-1 Inclusion co-teaching model, there are about 12 students. To meet their needs in Kindergarten, identify their learning profile, establish a baseline, understand the student's strengths and needs, and strive to design a learning program that can meet their needs. Therefore, the program is very effective for students with special needs and those who need early intervention and aims to "catch students before they fail." The Learning Center model is from grades 2nd to 5th and is configured to fully accommodate up to 4 students with disabilities per grade level. Highly trained paraprofessional educators are supported for a fully inclusive classroom. All teachers in general education and special education teachers are trained in a framework called Universal Design for Learning (UDL). Student placement in the educational model supporting K-1 and Student Center model serving K-2 to K-5 is determined by the IEP team.⁶⁸

⁶⁸ California Department of Education, *O.N. Hirsch Elementary School Model Programs and Practices*, (Sacramento: CDE, 2018), 1-3.

Parents, teachers, and support staff continually develop an individualized education plan for each student. It is determined through numerous interactions between them. Their four main goals for all stakeholders are:

1. To ensure that goals for students are meaningful.
2. That the procedures utilized to implement the various programs and interventions are appropriate
3. That the outcomes are appropriate to the goals.
4. That we address the needs of the whole child (academics, social, attendance, and behavior). Decisions are always a team effort.⁶⁹

At the end of the year, all Learning Centers, all stakeholders, including parents, teachers, paraeducators, and administrators, were invited to a semi-structured group discussion whose goals were to evaluate the program and engage in collaborative problems. Also, they have built a community of practice that creates a common vision for implementing the program. At Hirsch Elementary School, through its care community, 30% of students who needed support in the past nine years were moved to a general education setting and another 30% to a less restrictive learning environment, such as special day classes for students with mild disabilities.⁷⁰ Hirsch Elementary School has worked through the care community to realize an integrated classroom where all students are taught in one classroom, educate all teachers through Universal Design for Learning (UDL), and gather all stakeholders for students from time to time. Efforts have been made to create an educational environment suitable for students, and the IEP has integrated all of these environments to place students well. This school cooperation system significantly

⁶⁹ California Department of Education, *O.N. Hirsch Elementary School Model Programs and Practices*, (Sacramento: CDE, 2018), 3.

⁷⁰ *Ibid.*, 4-5.

contributed to creating an inclusive classroom and provided students with disabilities the opportunity to study the mainstream together.

West Palms Conservatory

The West Palm Conservatory is a public school equivalent to an elementary school. With a total enrollment of 698 students, it is located in San Bernardino County and is part of the Victor Elementary School District. The West Palm Conservatory started with a simple question: “What if the arts were not considered a luxury or extra, but rather an education was the focus?” The mission statement was created in 2007 with the full support of the District Board and Cabinet. It is a visual and performing arts school that fosters creative thinking, goal setting, and achievement through music, language, and art exploration. The school was named a California Distinguished School in 2010 and a Golden Ribbon School in 2016. West Palms also has its bluegrass band and award-winning choir.⁷¹

The school has model programs for all students, from African American, Hispanic, biracial, socioeconomically disadvantaged, and English learners to students with special needs. The model program practice length is eight+ years, and the model program/practice name is Visual and Performing Arts throughout the day. These model programs aim to prevent chronic absenteeism and dropouts, encourage parent, family, and community involvement, and revitalize the initiation and performing arts. As professional development is key to sustaining the visual and performing arts program, the school's music director regularly participates in the National Association of Music Education Conference for improved teaching and practice. All teaching

⁷¹ California Department of Education, *West Palms Conservatory Model Programs and Practices*, (Sacramento: CDE, 2018), 1.

staff receives formal art training using the *Meet the Masters* art curriculum four times a year. Including two classes serving students with special needs, all K-6 students can learn and create works of art four times a year from renowned artists. Parents at West Palms play a significant role in the school's culture. A parent support group of over 500 provides direct support to classroom teachers and visual and performing arts programs. In particular, the school regularly hosts family paint nights, providing opportunities for parents and families to learn and socialize. The school's staff regularly attends Computer Using Educators (CUE), and the principal attends the Arts in Curriculum in Washington, DC, every summer.⁷²

The school conducts an annual survey. 99% of parents answered that they would recommend this school to others, 99% understood the school's vision for their children, and 100% of the families surveyed supported the school's focus on the arts. Similar to the program's goal, visual, music, and performing arts classes have been shown to reduce students' dropout rates, increase their self-esteem, and instill a sense of belonging. The school has a lower chronic absenteeism rate of more than 10 percent than other districts.⁷³

Lydiksen Elementary School

Lydiksen Elementary School is located in Alameda County and is part of the Pleasanton Unified School District. As of 2018, there are 670 enrolled students, serving students from kindergarten to Grade 5. Lydiksen Elementary School was selected as a California Gold Ribbon School in 2016 and a California Distinguished School in 1995, 2004, and 2008. It was also

⁷² California Department of Education, *West Palms Conservatory Model Programs and Practices*, (Sacramento: CDE, 2018), 2-4.

⁷³ Ibid., 5.

selected as the National School of Character in 2002. The great thing about this school is that it is a school that encourages all students to grow as learners. The school is running a Technology Use Model Program at Lydiksen Elementary School.⁷⁴

The training period is 5-8 years, and the target population includes Asians, African Americans, Filipinos, Hispanics, Pacific Islanders, European Americans, the socioeconomically disadvantaged, English learners, and students with disabilities. Lydiksen Elementary School has embraced various innovative technologies to develop students who embrace tools that aid in collaborative learning and developing 21st-century skills. In previous practice, students tried technology as something "new" or "different," but now, they use technology as part of their daily classroom routines in an engaging way to collaborate with peers and others. Everyday use of technology is practiced everywhere in schools, with more than 300 Chromebooks in regular use, equivalent to about two Chromebooks per student.⁷⁵ In 2016, the school installed Chromebase in our computer labs on campus, providing opportunities for students and faculty to collaborate on technology projects. Chromebase Labs is enabling technology to benefit all of Lydiksen's students daily. Special Day Class (SDC) includes students with special needs and English learners who use technology the same way as their typical peers. This school has an active parent community. Parents constantly communicate through the school's website, regular text messages, online workshops, and email newsletters.⁷⁶

⁷⁴ California Department of Education, *Lydiken Elementary School*, (Sacramento: CDE, 2018), 1-2.

⁷⁵ *Ibid.*, 2.

⁷⁶ *Ibid.*, 3.

Lydiksen Elementary School has expanded learning and nurturing staff and students who can lead the 21st century through the widespread use of technology. In 2018, students and staff use technology in the classroom to deliver “news” through weekly videos, and students create videos to participate in the annual Pleasanton School Film Festival. For coding, the school offers coding clubs that include robotics at lunchtime and after school, where students collaborate with Google Apps and take collaborate via videoconferencing. In 2016, the school became the first site to participate in Google Expeditions using 360-degree technology and the first to participate in the Google AR Expeditions program, a technology that uses augmented reality to bring science and history to life. Also, students with special needs use programs to help them practice fluency and math, and Rosetta Stone is available for students who speak little or no English. Years after implementing these skills, students' skills often surpassed those of staff, and they were now teaching others. Family Code Night also had opportunities for students to teach their parents.⁷⁷

⁷⁷ California Department of Education, *Lydiken Elementary School*, (Sacramento: CDE, 2018), 4-5.

CHAPTER THREE: METHODS

Introduction

The Disability Act requires students with disabilities to be educated in the Least Restrictive Environment (LRE), and the U.S. Department of Education policy recommends that students with special needs study in an inclusive classroom with mainstream students. However, local school districts and schools do not always adhere to these laws or policies. The reasons for not following the education policy for inclusive classrooms may be the school's lack of budget, lack of understanding of the Disabled Person Act, and lack of teachers who can handle students with disabilities. The study surveyed to investigate whether music education is operated as inclusive classes in local school districts or public schools, whether schools provide aides for students with special needs when they take music classes, and whether the information about music education is adequately provided to parents.

Design

For this study, a researcher surveyed parents of Korean or Korean-American students with autism living in Los Angeles County and Orange County. All students with special needs have an individual education program (IEP), and IEP meeting members decide what classes they will attend, what types of classes they will attend, and what assistance they can get in that classes. The parent's decision has the highest priority in this decision, and members of the IEP are expected to comply with the parent's decision unless there is a specific reason. Parents have the right not to sign the final IEP decision document if there is a disagreement between the IEP and the parent, if a conclusion cannot be reached or if the parent's argument is not reflected.

If the parent does not consent and the signature cannot be obtained, the district school district must do its best to obtain the parent's final signature, and an agreement must be reached through ongoing consultation. Nevertheless, if parents fail to agree to the IEP's decision, they can write a letter to the special education director or ask the district to convene an IEP meeting.⁷⁸ If that does not work, they may request an alternative dispute resolution method from the Local Education Agency (LEA) or may also file a Uniform Complaint Procedure (UCP) complaint with the District Superintendent or designee. A UCP complaint is a signed statement in written form alleging a violation of federal or state law or regulation.⁷⁹ There are many options available to resolve the situation if parents disagree with the IEP's final decision, but IEP and parents strive to settle disputes as early as possible, so it is rare for LEA dispute resolution or hearings to proceed. If that happens, it will start a very tiring and arduous fight for the school district and the parents. In most cases, parents' opinions are the essential element of IEP because it is common to reflect parents' opinions in IEP finally.

One of the most disputed issues between IEP members and parents in IEP meetings is determining the types of classes students with special needs will attend. Although local school districts should encourage and provide inclusive education for students with special needs, both legally and educationally, in some cases, schools do not actively encourage them to take the class in a mainstream setting. Schools encourage students with special needs to receive special education in special classrooms. This is that mainstream teachers are concerned that students

⁷⁸ "Complaint Process," California Department of Education, accessed October 10, 2022, <https://www.cde.ca.gov/sp/se/qa/cmplntproc.asp>.

⁷⁹ "Uniform Complaint Procedures," California Department of Education, accessed October 10, 2022, <https://www.cde.ca.gov/re/cp/uc/>.

with special needs may ruin the classroom atmosphere or interfere with mainstream students' learning.⁸⁰ Also, some schools are reluctant to implement inclusive education because teachers do not have abilities take care of students with special needs or because there is a shortage of aides. However, parents of students with special needs want to learn social skills and study together with mainstream students rather than classes conducted in special classes, even if their children are a little burdened.⁸¹ In addition, in many studies on inclusive classes, researchers have found that students with special needs can develop social skills, make more friends, and have a very positive effect on their learning ability compared to children in separate environments.⁸² Therefore, even though many parents want their children to participate in mainstream classes, IEPs sometimes refuse parents' requests because the IEP should consider not only the situation of the students but also the budget and other circumstances.

Therefore, even though many parents want their children to participate in mainstream classes, IEPs sometimes refuse parents' requests because the IEP should consider not only the situation of the students but also the budget and other circumstances. IEP does not explicitly oppose parents' requests because parents may sue local school districts in the event of a dispute with them. However, some IEP members emphasize the importance of special education and encourage students with special needs to stay in special classes. In special education classes, classes conducted in special education are operated separately from mainstream classes, so in

⁸⁰ Ravi Malhotra and Morgan Rowe, *Exploring Disability Identity and Disability Rights Through Narratives: Finding a Voice of Their Own* (London: Taylor & Francis Group, 2013), 79.

⁸¹ Rebecca Wood, *Inclusive Education for Autistic Children: Helping Children and Young People to Learn and Flourish in the Classroom* (London: Jessica Kingsley Publishers, 2019), 161.

⁸² David Mitchell, ed., *Special Educational Needs and Inclusive Education: Major Themes in Education* (New York: RoutledgeFalmer, 2004), 467.

most cases, these classes overlap with classes in the mainstream. Mainstream students attending middle and high schools have the freedom to decide which classes they want by consulting with their school counselor. However, most special classes have fixed classes, so it is impossible to select classes freely like mainstream students. Therefore, if the music class overlaps with the special classes, no matter how much students with special needs want to take the music class, they will not be able to attend. In the end, the easiest way for schools to resolve disputes with parents is to argue that music classes cannot be taken because special education and music classes overlap.

Interestingly, because some schools offer music classes in the zero period, that is, a class period scheduled before the official start of the regular school day, there are cases where IEP school members cannot claim that students with special needs cannot take music classes because the special classes overlap with music classes. Nevertheless, even in this case, it is not easy for students with special needs to take music classes. The reason is that the school should provide aides for them to enter a certain class, but getting support from an assistant teacher in the zero period is not easy. As a result, many public schools do not recommend music classes while changing the classes of the special classes because music classes are not the main subject. Also, they do not recommend music classes because it is difficult for schools to support aides in the zero period. It is a challenging and arduous road for students with special needs to take music education in such an atmosphere. The purpose of this thesis is to enable students with disabilities to receive music education in a better environment in the future. Therefore, the current researcher investigated the following research questions.

Questions and Hypotheses

The research questions of this study are:

For students with special needs, the following questions are asked about the education currently provided in schools:

RQ1 What are the desirable characteristics of music education for Korea or Korean-American students with autism as perceived by their parents in Los Angeles County and Orange County?

RQ2. In what ways can music educators in Los Angeles County and Orange County be better equipped to reach students with autism who might otherwise be excluded from music education courses?

The hypotheses of this study are as follows:

A possible answer to the first research question is addressed in working hypothesis 1:

H1. Desirable characteristics of music education for Korean or Korean-American students with autism, as perceived by parents in Los Angeles County and Orange County, include specialized performance opportunities, modified music activities, and curricular inclusion of special needs musicians throughout music history.

A possible answer to the first research question is addressed in working hypothesis 2:

H2. Music educators in Los Angeles County and Orange County are better equipped to reach students with autism who might otherwise be excluded from music education courses in post-covid special needs training, developing individual curricula, and related law.

Participants

The survey participants were parents of Korean or Korean-American students with autism living in Los Angeles and Orange County. In addition, all these students must attend public school and be included in K-1 through K12. A group of Korean students with disabilities in Southern California was opened on a smartphone application messenger service called KAKAO TALK, and the researcher asked for cooperation for this survey. An invitation message for the survey was sent through KAKAO TALK, and a survey link was distributed. Since the survey was conducted anonymously, the survey status was checked from time to time, and the survey was closed when 50 people participated. Participants for each grade were 15 elementary school parents, 18 middle school parents, and 17 high school parents.

Setting and Instrumentation

The survey for this study was a survey about the current state of public school music education experienced by Korean or Korean-American parents of students with autism. Since the questions of the survey should be different according to participants' experiences, the questions moved according to the survey answers were adjusted differently, and in some cases, the survey was designed so that if the qualification requirements were not met, the survey could be automatically closed. Google Form counts the number of participants in the survey in real-time and automatically creates percentages and charts based on the questions surveyed. Therefore, based on this, the researcher could understand the number of survey participants and the survey status in real-time. As there were prerequisites for the survey participants to be Korean or Korean-American, to live in Los Angeles and Orange County, and to attend a public school, only people who met these conditions participated in this survey. In addition, to receive a broader

range of options for survey questions, "Other____" was added to receive additional opinions for items that could have more opinions. The survey was created using the Google Form provided by Google.

Survey Questions

This survey questions whether Korean students with autism received adequate music education in public schools. Because music classes are mandatory in many elementary schools in Los Angeles County and Orange County if participants responded that their child was a middle or high school student, the survey requested to exclude elementary school music education from the question, "Has your child ever participated in a music class/ensemble while at school?" Also, for parents of elementary school children, "Has your child ever received music education at school?" In addition, the survey of parents with elementary school children focused on whether their children received music classes as an inclusive class with mainstream students rather than asking if their children had experience in music classes. The survey items asked twelve questions to elementary school parents and eight to secondary school parents. All questions were required questions, and all of them were multi-choice except for one item. One item was a subjective question, which asked about the current music education situation. Each participant responded to a different number of questions depending on their answers and category.

Procedure

A total of 50 questionnaires were received, and the period was conducted from October 1 to October 31. This study aimed to determine how many Korean or Korean-American students

with autism receive adequate music education in public schools and are provided with equitable educational opportunities.

Data Analysis

The results from the Google survey were converted and analyzed in Excel for data analysis. All items were converted into graphs, and respondents, according to the items, were classified as percentages. In addition, since music classes are mandatory in most elementary schools, while middle and high schools are elective subjects, all data were analyzed separately for elementary and secondary schools.

CHAPTER FOUR: RESEARCH FINDINGS

Introduction

This qualitative study aimed to determine whether Korean or Korean-American students with autism living in Los Angeles County and Orange County receive music education fairly and equally in public schools. In this chapter, the results of a survey conducted on parents of Korean or Korean-American children with autism living in Los Angeles County and Orange County are introduced and analyzed. All survey data were separately classified into elementary schools where music education is required and middle/high schools where music education is elective and expressed as a percentage on the graph.

Results

The total number of survey participants was 50. The participants were 17 elementary school parents (34%), 18 middle school parents (36%), and 15 high school parents (30%) in the survey (Figure 1). The participants in this survey were evenly distributed by the elementary, middle, and high school without weighting any grade level.

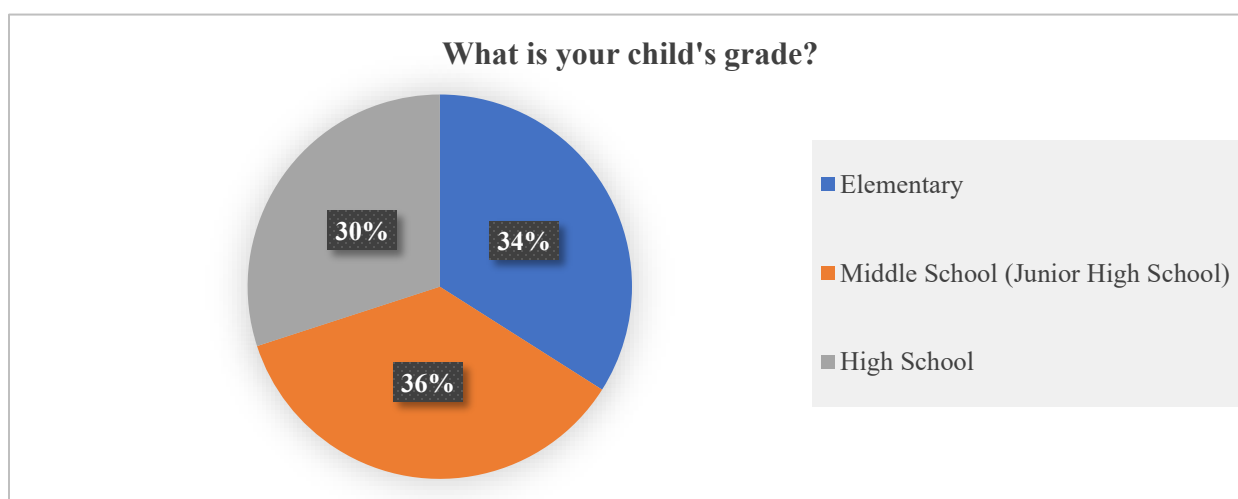


Figure 1. Grade of Students with Autism

As mentioned earlier, music classes are mandatory in many schools in elementary schools, but since most schools are electives in middle and high schools, this survey can be broadly classified into two categories: elementary school students and middle/high school students. In the survey analysis, elementary schools and middle/high schools are analyzed separately.

Elementary School

The first question was, "What type of music class did their children receive?" Twelve out of 17 respondents (71%) responded "Music Ensemble (Orchestra, Choir, Bands)," four participants (23%) chose "My child has never taken a music class," and one (6%) answered, "General music" (Figure 2). According to California State law, in elementary schools, visual and performing arts (including music) should be provided for all students in grades 1 through 6. However, 23% of participants responded, "My child has never taken a music class." It is noticeable that 23 percent of the survey respondents responded that their children have never taken music classes.

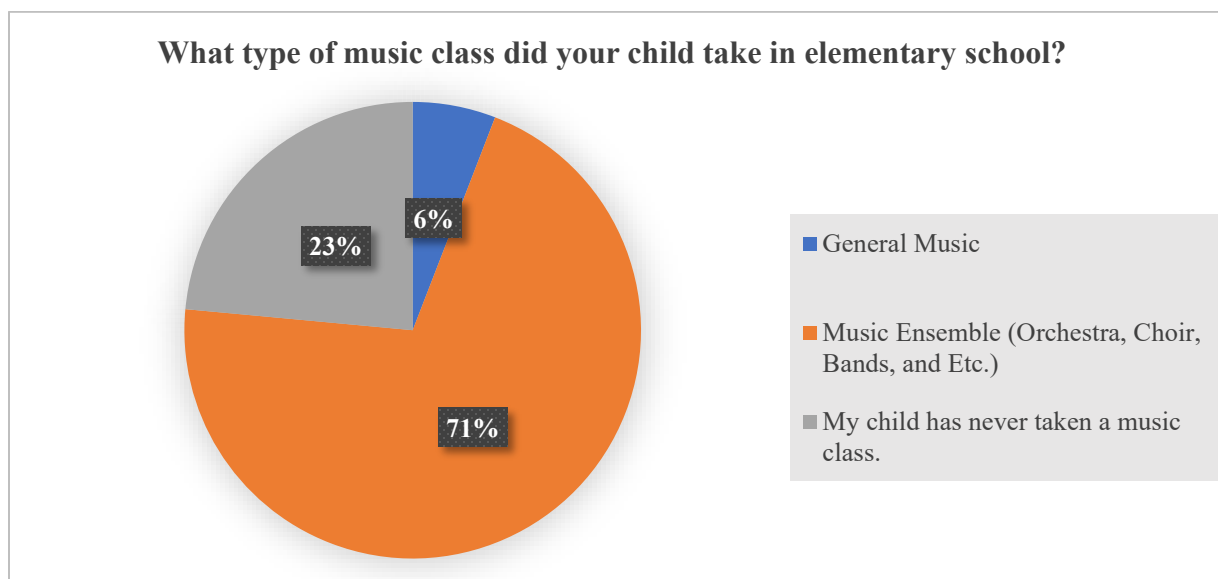


Figure 2. Type of music class in elementary school

The reason for not receiving music classes was that there were no music classes at school (Figure 3). According to a Washington Post, more than 95 percent of school-age children attend schools that decreased funding after the recession, and local schools targeting children from low-income families have reduced their art and music programs or stopped altogether.⁸³ The results of this survey also confirmed this.

⁸³ Tyleah Hawkins, "Will less art and music in the classroom really help students soar academically?" *Washington Post*, December 28, 2012, https://www.washingtonpost.com/blogs/therootdc/post/will-less-art-and-music-in-the-classroom-really-help-students-soar-academically/2012/12/28/e18a2da0-4e02-11e2-839d-d54cc6e49b63_blog.html.

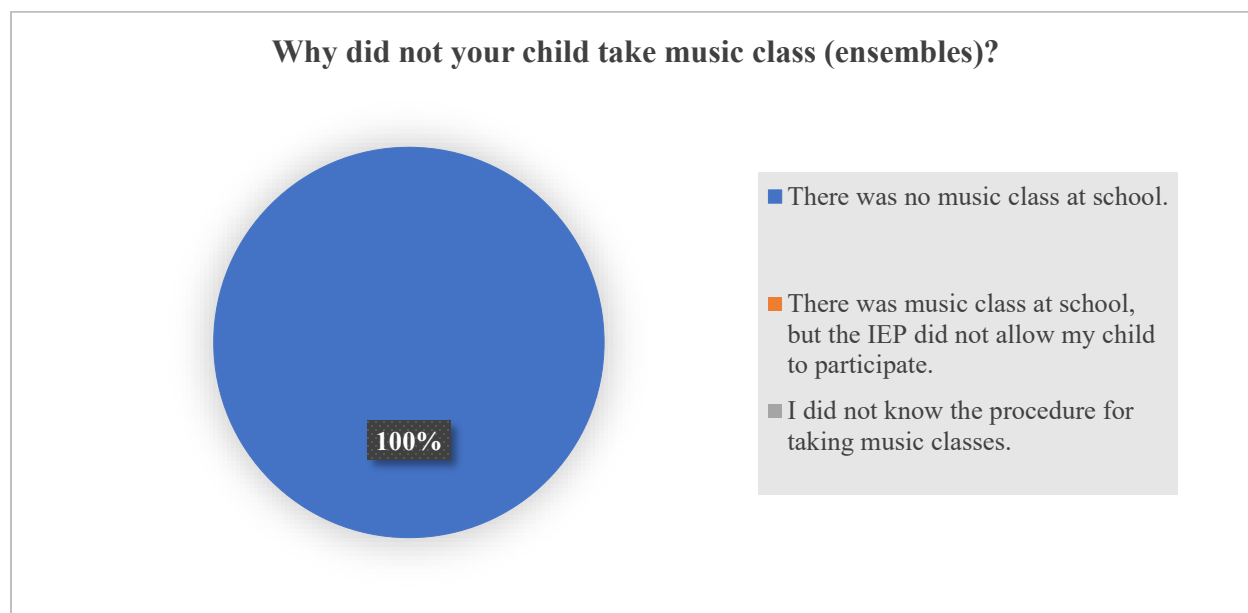


Figure 3. Reasons for not attending music class

In addition, the California Education Act requires all students from grades 1 to 6 to provide visual and performing arts (including music). However, California government funding for visual and performing arts (including music) is not enough to serve all eligible children.⁸⁴ Through this, music education must be fully funded so that all students can receive fair educational opportunities.

The next question is, “Where did your child take music class, and who taught them?” 13 out of 13 respondents (100%) whose children have received music education responded, “A music teacher taught a music class with general mainstream students in a music classroom” (Figure 4). According to the results of the survey, it seems that the local school district is

⁸⁴ “Proposition 28,” Legislative Analyst's Office (LAO), accessed November 20, 2022, <https://lao.ca.gov/BallotAnalysis/Proposition?number=28&year=2022>.

supporting music education in places where music education is provided appropriate inclusive classes with mainstream students to students with special needs in elementary schools.

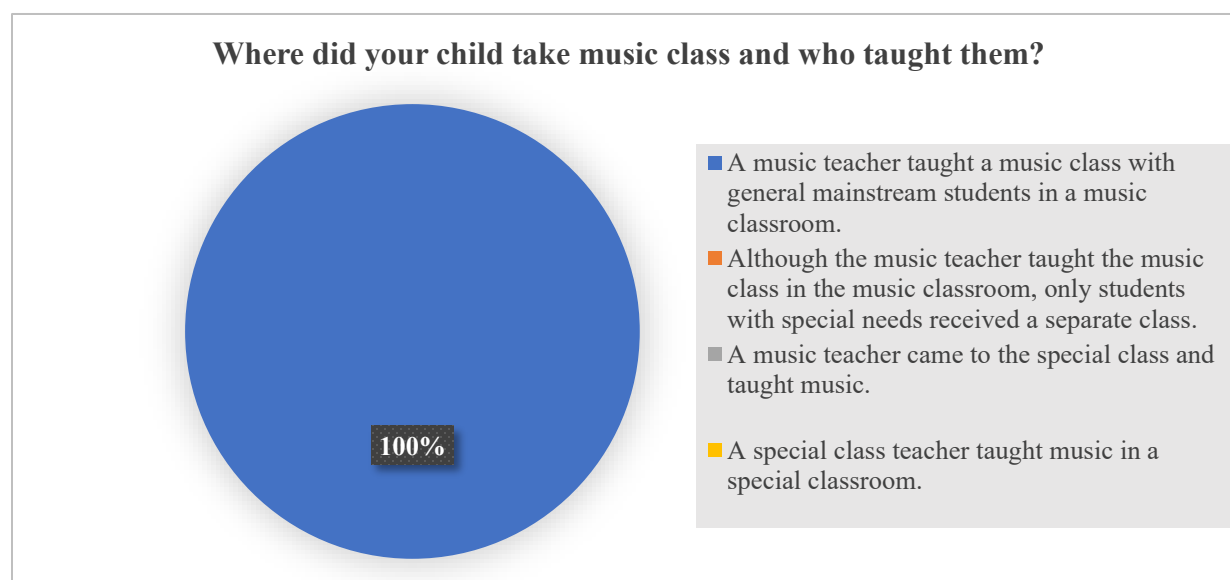


Figure 4. Whether the music classes consist of inclusive classes

13 out of 13 respondents (100%) of parents of students with special needs who have received music education in elementary school responded, "The school supported aides for students who needed special help in music classes" (Figure 5). Students with autism who have received or are receiving music education in elementary school are not only receiving inclusive education, but the survey also shows that the school supports aides when receiving inclusive education. According to the law, school districts must provide appropriate support, like paraprofessionals, when students with special needs attend mainstream classes (Cal. Ed. Code

Sec. 56363(a); 34 C.F.R. Sec. 300.34(a)). This survey showed that schools are following the law well.⁸⁵

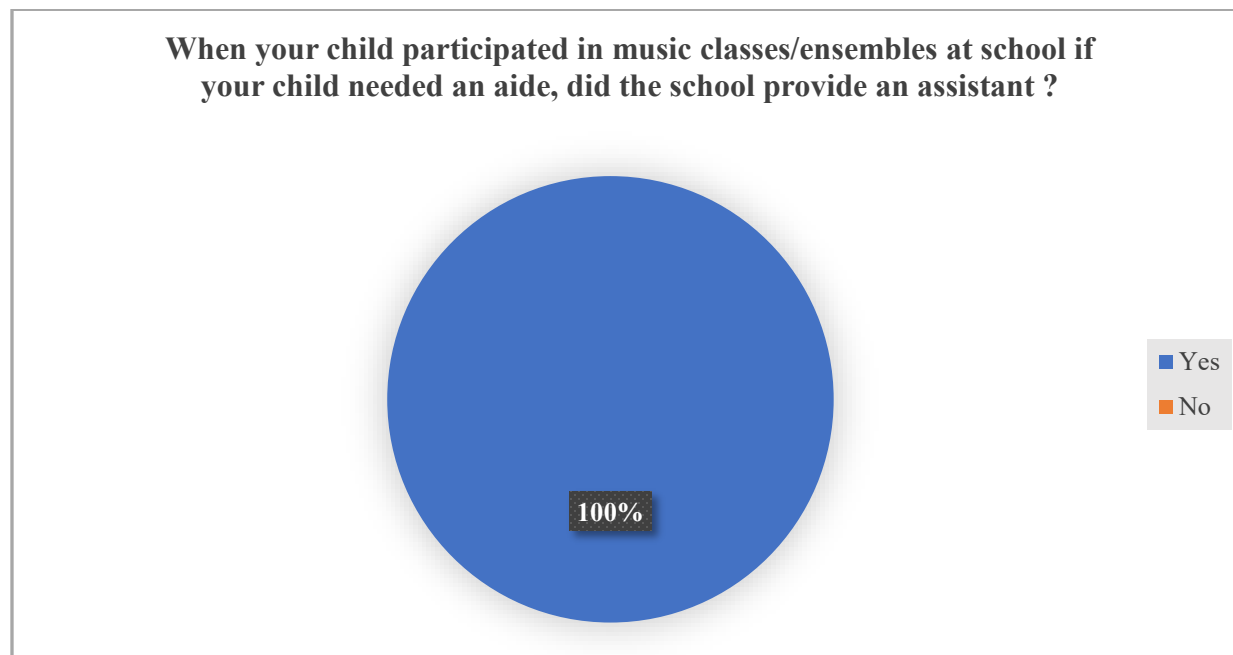


Figure 5. Support aides for students with autism

Among the students who received or are receiving inclusive music education in elementary school, 10 (77%) out of 13 participants responded, "Their children liked the music class/ensemble class," and 3 (23%) out of 13 responders answered, "Their children did not like the music class/ensemble class" (Figure 6). Some educators and scholars have negative thoughts

⁸⁵ "(5.34) Are districts responsible for providing a student with a paraprofessional (instructional aide)," Special Education Rights & Responsibilities (Disability Rights California), accessed November 20, <https://serr.disabilityrightsca.org/serr-manual/chapter-5-information-on-related-services/5-34-are-districts-responsible-for-providing-a-student-with-a-paraprofessional-instructional-aide/>.

about inclusive education.^{86, 87} However, this survey showed that parents of students with autism were generally satisfied.

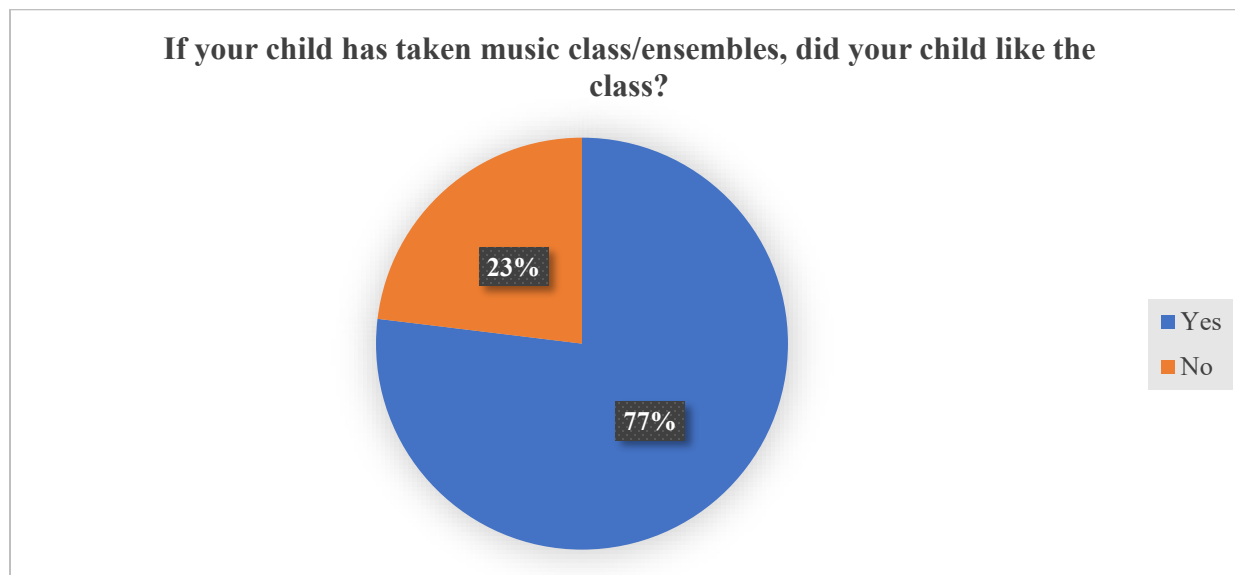


Figure 6. Students with autism like music classes

Noticeably, among 3 participants (23%) who responded that they were not satisfied with music education, all responded that “The music teacher did not handle my child properly in class” (figure 7). Music teachers currently working in schools do not know much about inclusive education or the characteristics of disabled students because they had little education about special education when they were college students.⁸⁸ Because of this, it supports the research

⁸⁶ Michael A. Gottfried, "Classmates with Disabilities and Students' Noncognitive Outcomes," *Educational Evaluation and Policy Analysis* 36, no. 1 (2014): 20-43.

⁸⁷ Michael A. Gottfried and Aletha Harven, "The Effect of having Classmates with Emotional and Behavioral Disorders and the Protective Nature of Peer Gender," *The Journal of Educational Research* (Washington, D.C.) 108, no. 1 (2015): 45-61.

⁸⁸ Alice M. Hammel and Ryan M. Hourigan, *Teaching Music to Students with Special Needs: A Label-Free Approach* 2nd ed. (New York: Oxford University Press, 2017), 12.

findings that music teachers lack the skills to deal with students with special needs and do not provide satisfactory music classes.

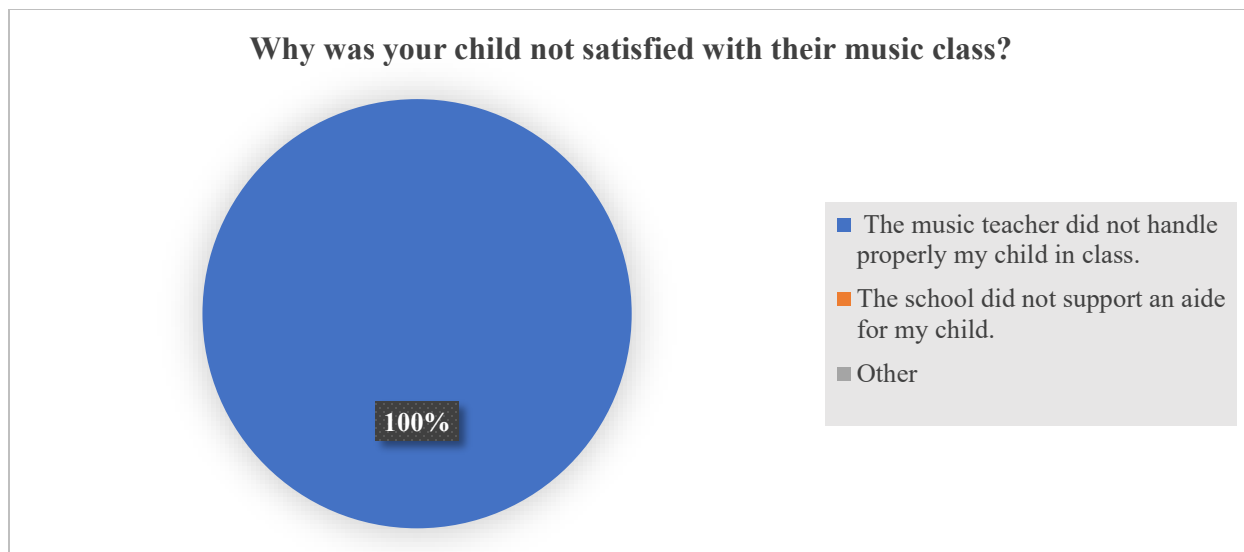


Figure 7. Satisfaction of Music Classes in Elementary School

The next question is, "Do you think music education is essential for your children?" 17 out of 17 participants (100%) in elementary school answered, "Music education is essential for my children" (Figure 8). Although there is no research paper on Korean parents' aspirations for education for their children, many Asian countries, including Korea, have high expectations for education for their children.⁸⁹ Music education is no exception, and Asian parents tend to think that their children should learn basic musical instruments such as the piano from an early age. The survey results for this item show that parents who participated in the survey want their children to receive music education at school, and it seems to reflect Korean parents'

⁸⁹ R. U. Mun and N. B. Hertzog, "The Influence of Parental and Self-Expectations on Asian American Women Who Entered College Early," *Gifted Child Quarterly*, 63(2) (January 2019): 120–140.

expectations for music education.

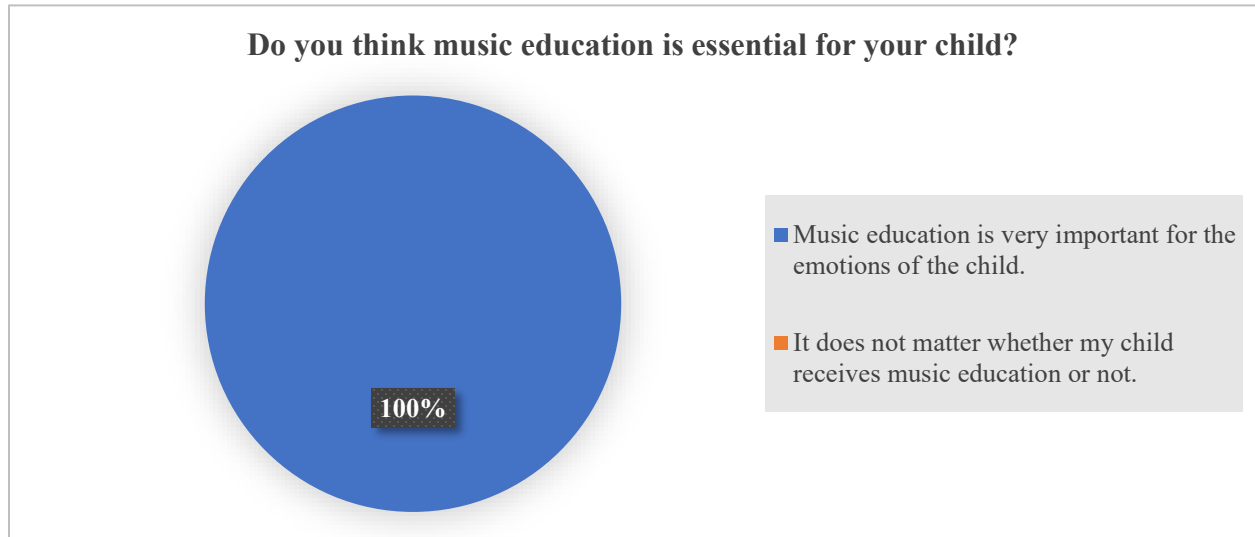


Figure 8. The parents' opinion of music class

In elementary school, many schools require music classes, but in middle and high schools, it becomes an elective subject. All respondents answered yes when asked if parents would like their children to take music classes in middle or high school.

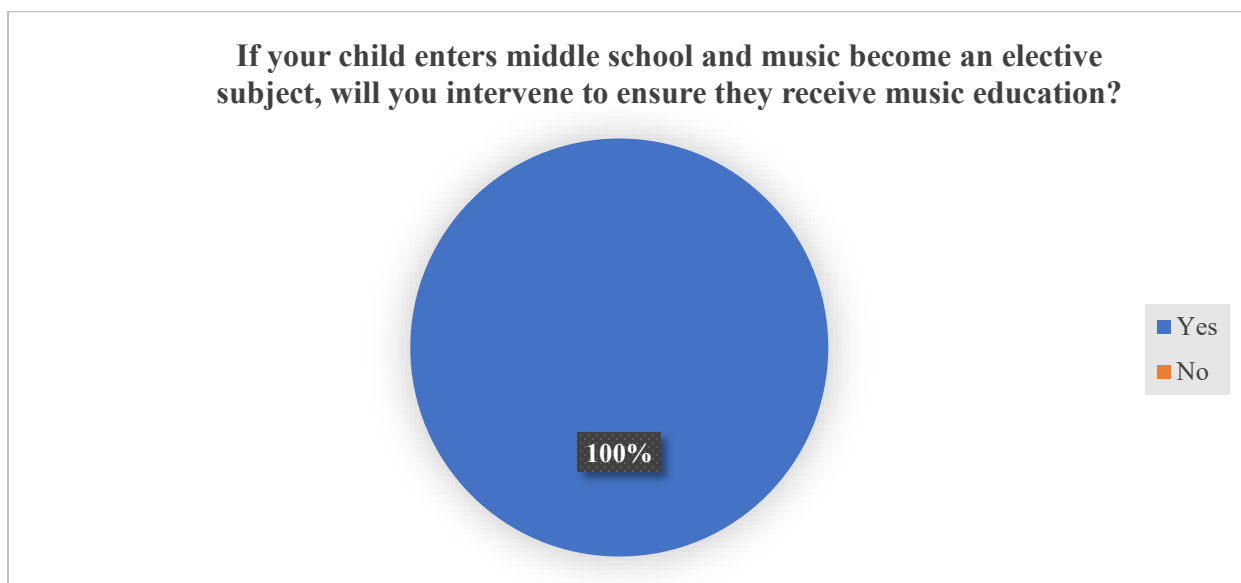


Figure 9. Parents' opinions on participation in music classes in the future

Middle and High School

The first question for parents of middle and high school students with autism was if their children had ever participated in music classes/ensembles while at school. Among 33 participants, 14 (42%) answered that their children had ever participated in music classes/ensembles while at school, and 19 (58%) responded that their children had never taken music lessons. (Figure 10) Since music classes are elective in all middle and high schools, the percentage of students participating in music classes was 42%, lower than that of elementary school students (77%).

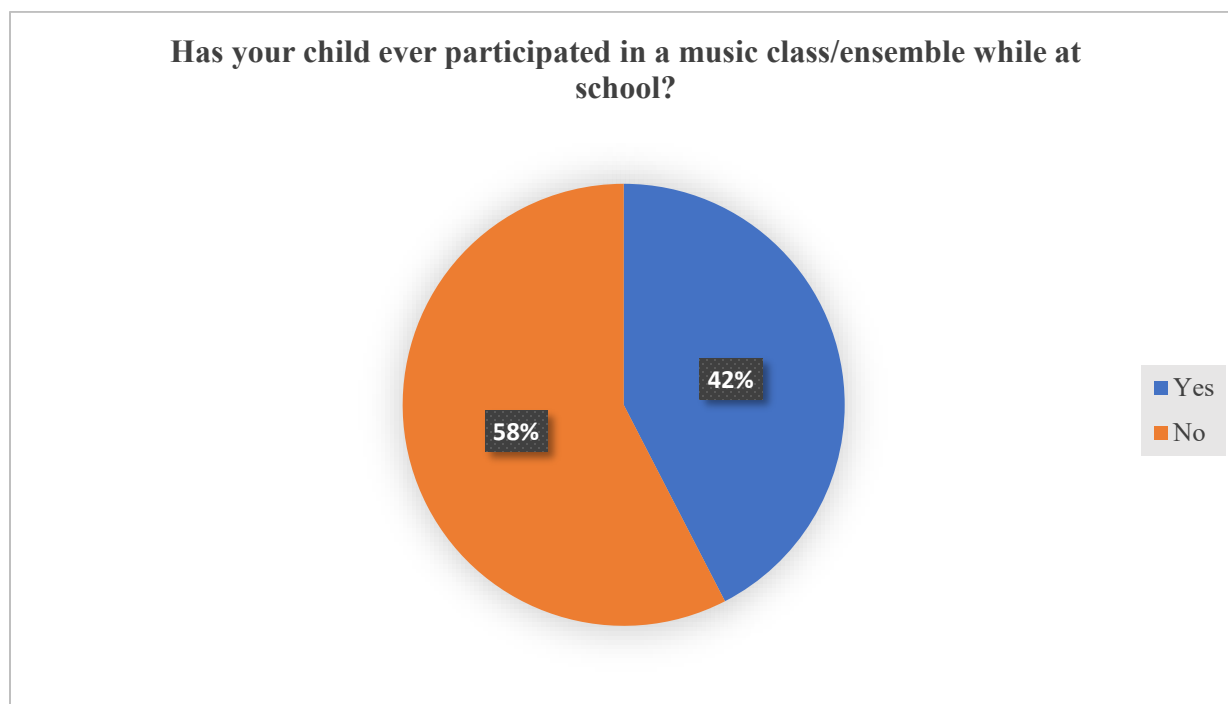


Figure 10. Participation in secondary music class

The second question was about what type of music education students with autism took. This question was answered by 13 respondents who responded that their children had taken music classes. As music classes become more diverse in middle and high schools, students with

autism can take various classes such as choirs, orchestras, marching bands, and music theory classes. Among the 13 participants, 5 (36%) answered orchestra, 5 (36%) answered choir, 2 (14%) marching band, and general music and percussion/guitar were each one (7%) (Figure 11). The type of music education classes most enrolled autism students were orchestras and choirs.

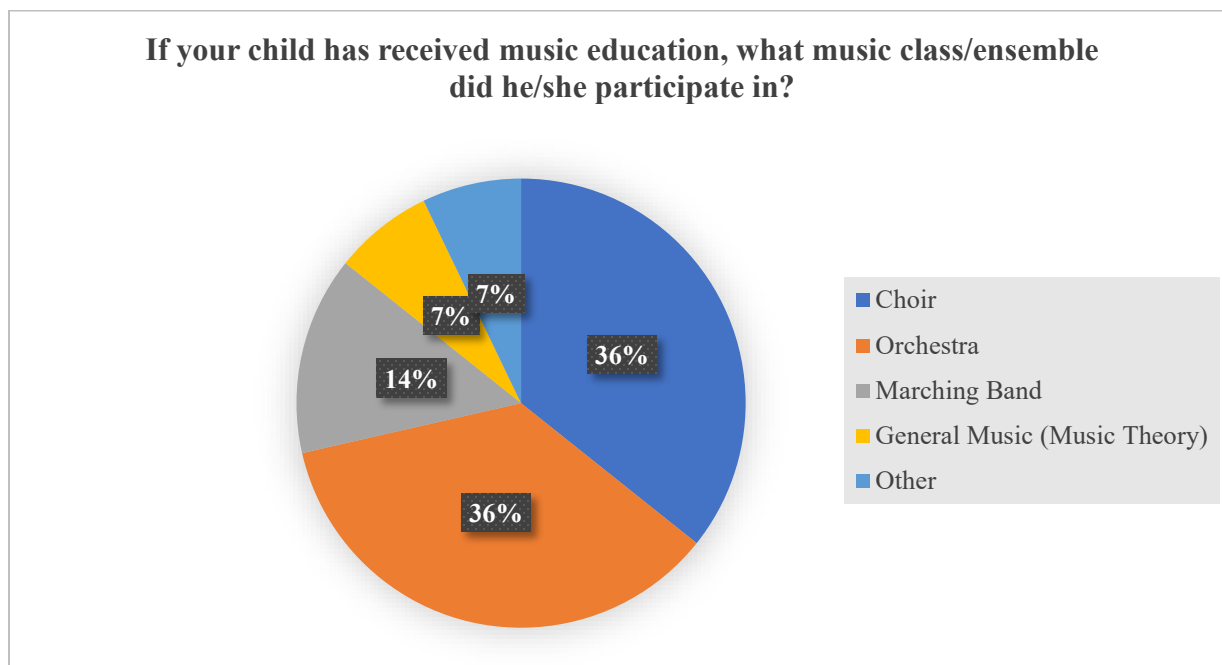


Figure 11. Type of music class in secondary school

This question is, “When children with autism participated in music classes/ensembles at school, if they needed the aides, did the school provide them?” Twelve out of 14 respondents (86%) answered that the school provided aides for their children with autism, and two (14%) responded that the school did not provide aides for their children with autism (Figure 12). The results of this question were a little noticeable. When students with special needs take mainstream classes, the school must support aides if students want or need aides. Of course, there are cases where an aide is not supported if students with special needs can participate in a class independently, but it is common to apply in most cases.

Nevertheless, in this survey, 14% of participants answered that school did not provide aides for their children when they took music classes. According to the Disability Act, if students with disability need assistive devices or paraprofessionals for their learning, school districts must provide the devices or aides. Therefore, if students' parents request that their children need aides for learning, it is their legitimate right that their children get paraprofessionals.⁹⁰

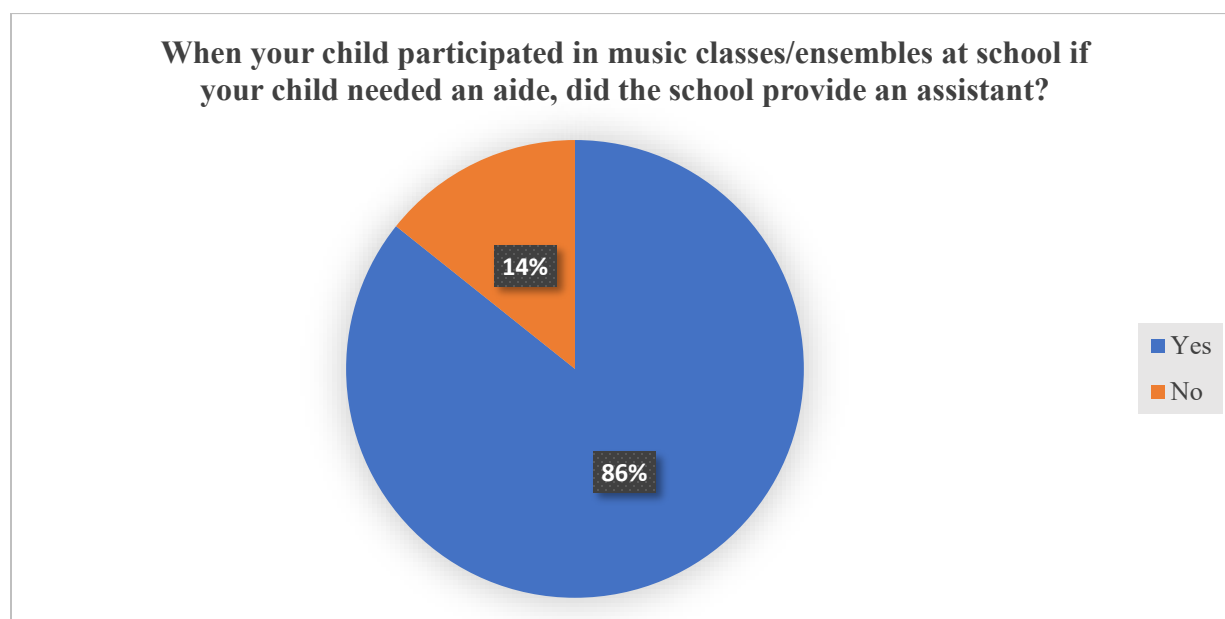


Figure 12. Aides provision status

The question this time was, "If your child has taken a music class or participated in an ensemble, did your child like the class?" For this question, 5 out of 14 respondents (36%) answered that their children were satisfied with music classes, and eight (57%) responded that their children were not satisfied (Figure 13). While 77% of parents of elementary school students

⁹⁰ "(5.34) Are districts responsible for providing a student with a paraprofessional (instructional aide)," Special Education Rights & Responsibilities (Disability Rights California), accessed November 20, <https://serr.disabilityrightsca.org/serr-manual/chapter-5-information-on-related-services/5-34-are-districts-responsible-for-providing-a-student-with-a-paraprofessional-instructional-aide/>.

for whom music class was a compulsory education answered that their children were satisfied with music class, middle and high school students' satisfaction with music class was very low at 36%. Based on this result, in elementary school, music classes are inclusive, so music teachers are accustomed to meeting and guiding students with disabilities. In contrast, music teachers in middle and high schools do not have many opportunities to meet students with special needs, so the satisfaction of students with special needs is low.

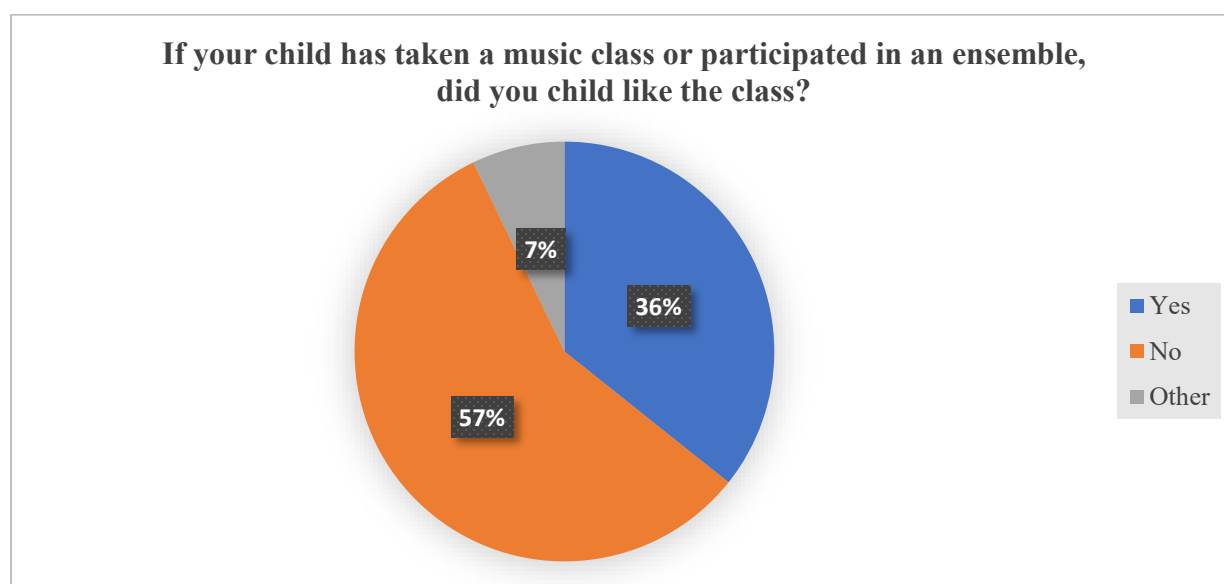


Figure 13. Students with autism liked music classes

All parents of students with autism who took music classes answered that their children were not satisfied with the music class because the music teacher did not actively lead their children in the music classes. Based on this answer, music teachers need education and training in special education so they can handle students with disabilities well (Figure 14).

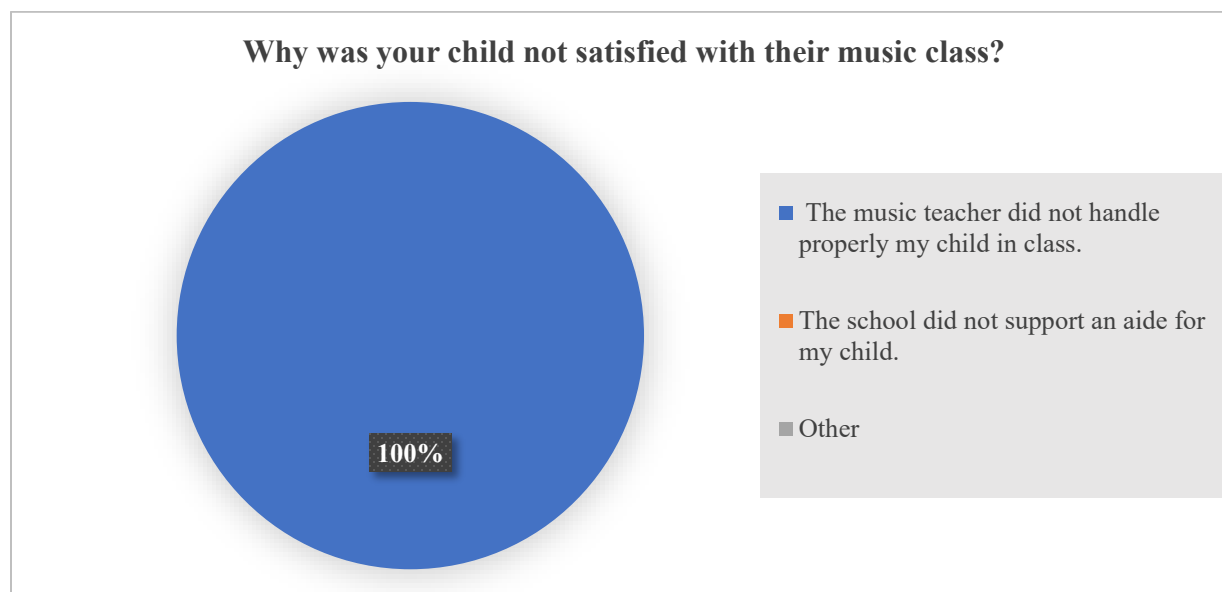


Figure 14. Satisfaction with music class

This question was asked of respondents who said that their children had never taken music lessons. When asked why their children did not take music classes, 10 (53%) answered that they could not take music classes because they overlapped with special education classes, and seven (37%) answered that they did not receive any information about music classes (Figure 15). Although music classes are significant for emotional and social development, students with autism could not attend music classes because they overlapped with classes in special education or because they did not get information about music classes. The fact that there were parents who said they did not receive any information about music classes in this answer is something to reflect on and pay attention to in the future at schools or in IEP meetings.

In addition, two (10%) of respondents answered they had not received permission from their IEPs for their children with autism to participate in music classes. The IEP makes a lesson plan for students with autism considering various situations, and the most important thing is the thoughts and will of the parents. If IEPs do not allow their children to participate in music

education despite their parents' requests, this could be a violation of the special education law. It is the parents of children with autism who have the final authority to sign the decisions made at the IEP meeting. Therefore, if parents of children with autism disagree with the IEP decision, they do not have to sign the document. If there are discrepancies or disputes between IEP members and parents, they may ask the Local Education Agency (LEA) for an alternative to dispute resolution or file a Uniform Complaint Procedures (UCP) complaint with the superintendent or nominee.⁹¹ Therefore, the IEP should not oppose music classes, and if parents strongly want their children to take music classes, the IEP should follow their opinions.

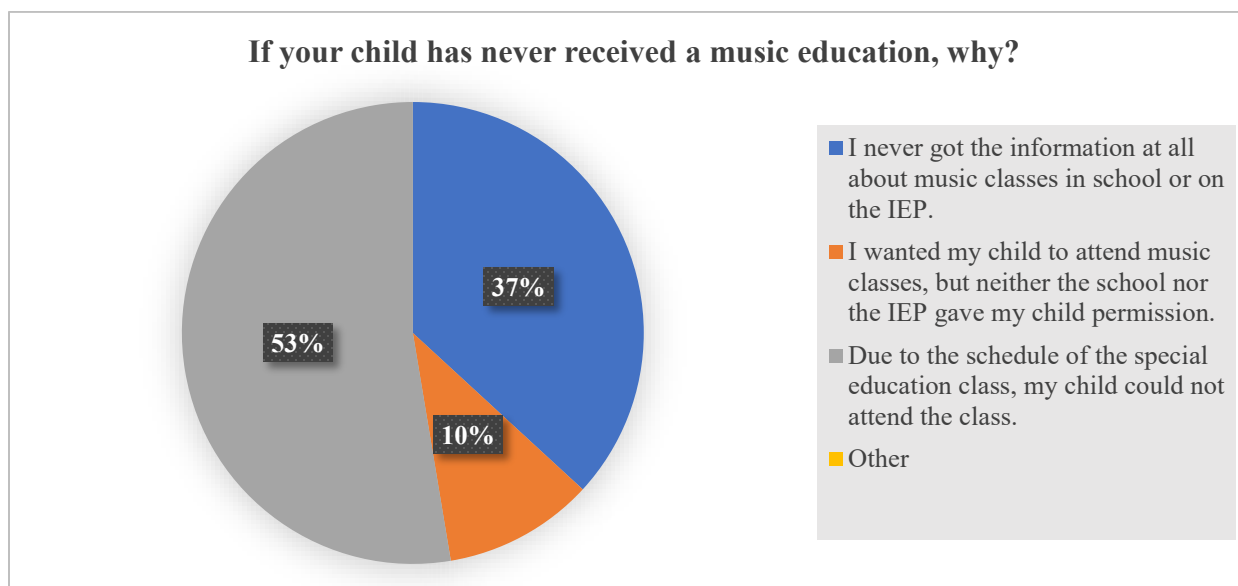


Figure 15. The reason why a child did not take a music class

⁹¹ "Uniform Complaint Procedures," California Department of Education, accessed October 10, 2022, <https://www.cde.ca.gov/re/cp/uc/>.

As with elementary school students, all parents of middle and high school students with autism responded that they would like to take music classes if their children can take them in the future (Figure 16).

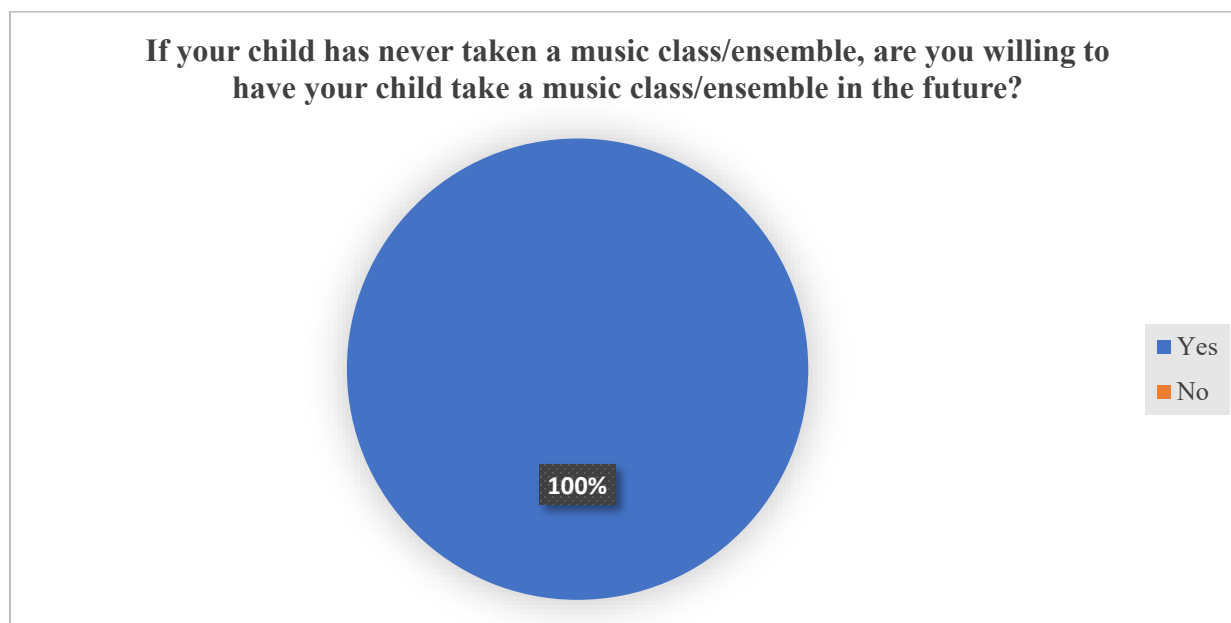


Figure 16. Parents' opinions on participation in music classes in the future

This question was asked if a music teacher had ever participated in the IEP when their children wanted music education. 20 (61%) answered that they had never participated in a meeting, and only one (3%) answered that they did (Figure 17). The response that they had never requested music education included students who could not participate in music classes due to overlapping schedules with special education classes and students who said they did not take them because of a lack of information.

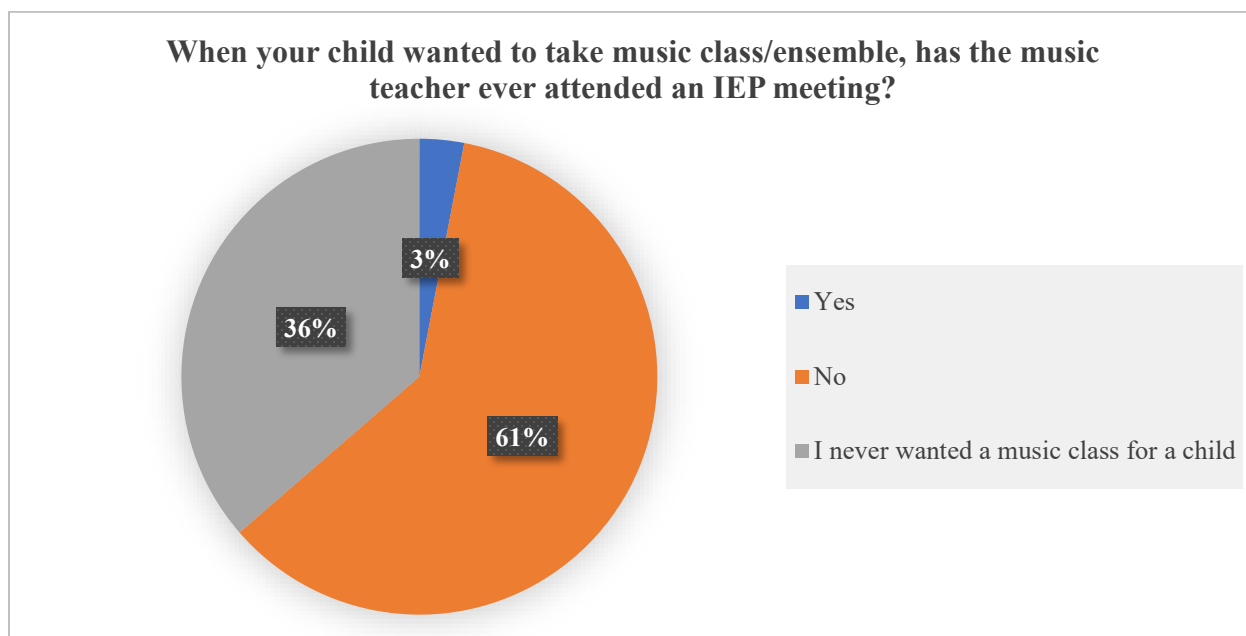


Figure 17. Whether music teachers participate in IEP

The next question asked whether a music teacher participated in the IEP meeting. Surprisingly, 16 (80%) of respondents answered they did not know if it was possible to request a music teacher participate in the IEP, and three (15%) responded they refused in the IEP meetings (Figure 18). Another opinion was that “teacher participation is not a parent's choice, but a school choice, is not it?” Parents of students with special needs can request the participation of a music teacher in the IEP meeting. Assuming based on this answer, parents of students with autism do not know well that IEP meetings can discuss all subjects relevant to their children.

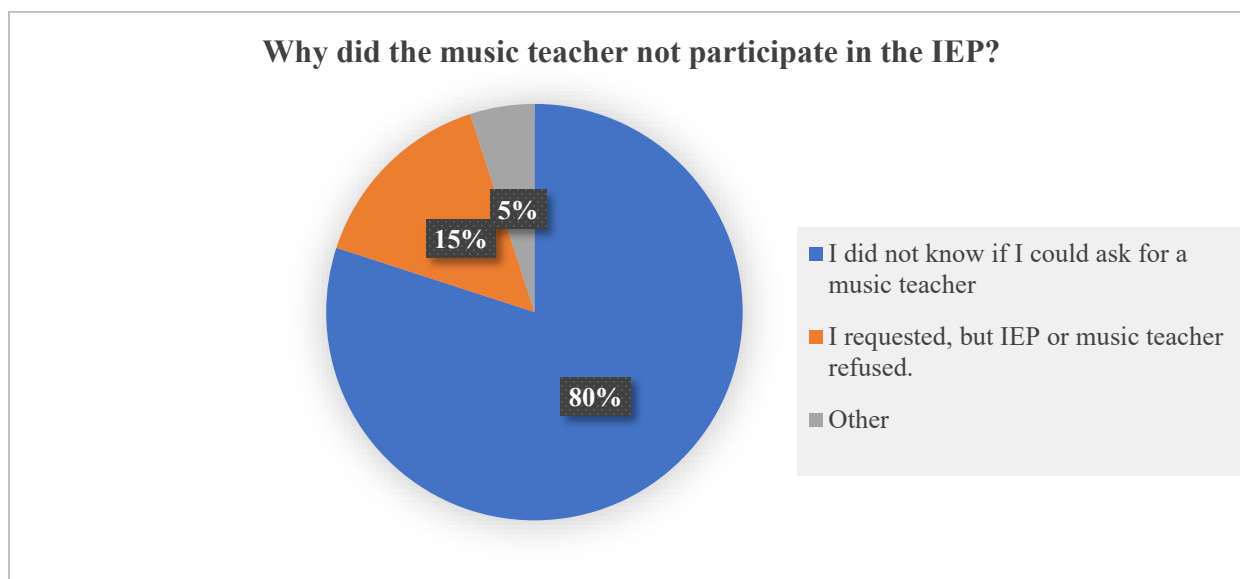


Figure 18. The reason why music teachers did not participate in IEP

The last question asked for parents' free opinions about their children's music education. In general, parents mentioned that their children are very interested in music and that music classes are necessary for their children. One of the most frequently mentioned points in this survey was that music education was compulsory in elementary school, so there were no major problems in receiving music education for their children, and there were answers that they were generally satisfied. There were also many responses that said that there was no opportunity for music classes at all because their child's school did not have music classes. Parents of students with autism who are taking music lessons in elementary school hoped that music education would continue even after entering middle and high school.

As a negative opinion, many participants answered that music teachers did not handle their children in music classes well or that they could not obtain information about music classes at all. Some answered that their children could not take music classes due to overlapping schedules, or that their IEP members did not recommend taking music classes, and there were

also opinions that a separate music class should be created for students with special needs. There was also an opinion that they did not receive music lessons at school, so they gave private lessons, music camps, or church choirs.

To investigate the current status of music education for students with special needs in local school districts, a request was made to the local school district to disclose information on music education for disabled students under the California Privacy Act (CPRA). The California Public Records Act (CPRA) allows the public access to public records and may include written or electronic information.⁹² Public authorities must disclose records upon request unless disclosure is exempted by law. However, if there is no collected data, if it is impossible to collect it, or if it takes a long time, it is challenging to receive data even if the client request disclosure. The question is, "If you have a record, can you tell me how many students with special needs are in your district and how many of them are taking music classes?" The number of students with disabilities and the number of students with special needs who are receiving music education was inquired to a total of 10 randomly selected local school districts in California, but there was no response or no data from five out of 10 schools.

In addition, even the five local school districts that received the data were very limited in producing accurate statistics because there were only limited data or no data on secondary schools. It is not mandatory to investigate the status of students with special needs receiving music education in the local school districts. However, the lack of statistics on students with special needs receiving music education shows the status of music education for students with

⁹² "California Public Records Act," State of California Franchise Tax Board (FTB), accessed November 10, 2022, <https://www.ftb.ca.gov/your-rights/california-public-records-act.html>.

disabilities. For music education for students with disabilities to be carried out well, it is necessary first to check the school district's situation and expand music education for students with disabilities based on this.

It was difficult to accurately analyze the current status of music education for students with disabilities in local school districts because each district has differences in size, number of students with disabilities, and classification standards, and it is limited. However, as can be seen from the statistics in this table (Table 1), in most school districts, the number of students with disabilities taking music classes is very small. In the future, local school districts should make efforts to support music education for students with special needs, and music teachers belonging to local schools should work with local special education officials to ensure fair and equal music education for disabled students.

School Districts	Grade	Total students	Total Students with Special Needs	Music class Enrolled
A	TK-8th	1,480	209	122
B	K-12		1549	697
C	K-12		1225	74
D	K-12		5487	465
E	TK-12	33151	3612	602

Table 1: Data in Local Unified School Districts

Analysis

In many elementary schools, music education is mandatory, whereas, in middle and high schools, where music education is an optional subject, there was a clear difference in the percentage of students receiving music education. Among elementary schools, 76.5% of students received music education, and only 23.5% did not receive music lessons. They did not get music classes because of scheduling or IEP permission but because elementary schools had no music classes at all. Considering this fact, the polarization phenomenon in elementary schools where music classes are designated as compulsory subjects or schools without music classes at all was remarkable. Also, in middle and high schools where music classes are not mandatory, the proportion of students who received music education was relatively low at 42.4%. It should be noted here that 76.9% of students who took music classes in elementary schools said they were satisfied with them, while only 35.7% of those who took music classes in middle and high schools said they were satisfied.

Another thing to note is that all the survey participants who responded that they were not satisfied with music education were not satisfied with middle music education because "the music teacher did not properly handle our children to participate in the class." This is a survey result that presents a considerable challenge for music teachers. Students with autism have fewer opportunities to participate in music classes than other mainstream students and have a challenging time participating in music classes. Even though it was difficult to participate in the music class, if a music teacher is not good at handling autistic students or has no prior knowledge, it can have a great adverse effect. Therefore, schools should support teaching music

teachers what they need to teach students with special needs and support them to participate in seminars and conferences so that students in need can actively participate in music classes.

CHAPTER FIVE: CONCLUSION

Summary of Study

Education in the United States has enacted laws to ensure that all students receive a fair and equal education and encourages inclusive education so that students with special needs can attend classes with mainstream students in public schools. However, despite the government's efforts, many students with special needs still do not receive a fair and equal education, and various problems are occurring due to legal limitations or poor management of local school districts. Although students with special needs are legally guaranteed much educational support, there are cases in which local school districts and schools do not correctly follow related laws or are ignorant of related laws. Especially in the case of music classes, although many schools provide inclusive classes, music teachers often cannot handle students well because they do not have relevant knowledge of students with special needs.

Also, when students with special needs want to take music classes, they cannot take music classes due to overlapping with classes in special education, or in some cases, they are not interested in music classes because music teachers do not correctly guide them well. In addition, parents of students with special needs emphasize and demand the need for music education within IEPs/IEP meetings, but in many cases, music education is not provided to students with special needs. Although music education is psychologically, mentally, and physically beneficial for children with autism, it is a regrettable reality that public schools cannot provide a proper education to students who need music education due to various circumstances. This thesis researched and studied how the music education of Korean or Korean American students with special needs in Los Angeles and Orange County was conducted and what they needed.

Summary of the Findings and Prior Research

It has been found that Korean or Korean-American students with autism do not receive adequate music education in public schools. Although the survey in this study has a small number of samples and has various limitations, the consistent answer of most parents of the student with autism pointed out that there is a problem with music education in public schools. According to the survey, Korean or Korean-American students with autism in all elementary schools where music classes are held receive an inclusive education with mainstream students. Also, music education is mandatory for all students in most public elementary schools. This is a positive factor in implementing inclusive education and will be a representative example of harmonizing required subjects and inclusive education together. No matter how much the school pursues inclusive education, the effect of inclusive education cannot be maximized if the subject is an elective subject and the selection of subjects is limited. This limitation appears in middle and high school music education, where music education becomes an elective subject. While physical education (PE) is required in many schools, music was changed to an elective, so it remains controversial.

As can be seen from the survey, most parents of students with autism place great importance on music education and think that the curriculum, music activities, and overall music education should be tailored to their children, but music education in schools does not meet this requirement. As a result, in this study, the opposite result of the first hypothesis was obtained. The second hypothesis that music educators develop individual curricula for students with autism and provide them with better music education was the opposite. According to the results of this study, many parents of students with autism were dissatisfied with their children's music

education. Most of all, when their children took music classes, they reported that the music teachers did not take good care of them, so their children were not provided a music education well. As a result, in this study, the second hypothesis also gave the opposite result. It can be seen that music education for autistic students in public schools is not yet well conducted, and there are many differences between parents' expectations and the role of music teachers.

The results of this study and the results of prior research were briefly compared. Although research on music education for students with autism or special needs has been actively conducted recently, it is still lacking in reality. Fortunately, research on strategies and methods to effectively teach music to students with disabilities is being actively conducted, but this also has a long way to go. In the future, many music educators will need to conduct active research to conduct music education for students with disabilities properly. This study introduced two papers that surveyed music teachers and compared the results of this paper.

Lisa Renae Powell's thesis surveyed music educators teaching students with autism, examining their perceptions and preparedness for students with autism in detail. As a result of this survey, half of the music educators surveyed said they did not have the training or skills to teach students with autism.⁹³ In addition, only 36.5% of the music educators who participated in the survey answered that they had received one to three special education-related classes at graduate school.⁹⁴ This result is consistent with the results of the survey of this paper, showing

⁹³ Lisa Renae Powell, "Inclusion Practices for Students with Autism in the Music Classroom: A Survey of K-6 Music Educators' Perceptions, Training, and Strategies" (PhD diss., Auburn University, Auburn, 2021), 84.

⁹⁴ *Ibid.*, 88.

that music teachers had high parental dissatisfaction due to a lack of knowledge about students with disabilities. Additionally, more than half said they had never received any IEP information about the children with autism they were teaching.⁹⁵ These findings suggest that music teachers should receive special education-related education from the time they study in college and graduate school. In addition, teachers who have already become teachers and have not received any special education-related classes should strive to provide integrated support to students with disabilities by sharing close information with special classroom teachers, IEPs, and parents.

Christiane Gilbert also surveyed and conducted a study of music educators. Her thesis also shows a similar pattern to the findings of this study. She said that students with autism tend to drop music classes gradually as they progress to elementary, middle, and high school.⁹⁶ As seen in the survey of this study, this is in line with the result that many students were not allowed to take music classes as music classes, which were essential subjects in elementary school, were changed to elective subjects. According to her thesis, many music education teachers answered that they were not prepared to teach students with autism effectively. Additionally, the survey found that over 50% of teachers said they were unfamiliar with IEPs or did not use IEP materials.⁹⁷ As pointed out in this thesis, music teachers need special education-related training

⁹⁵ Lisa Renae Powell, "Inclusion Practices for Students with Autism in the Music Classroom: A Survey of K-6 Music Educators' Perceptions, Training, and Strategies" (PhD diss., Auburn University, Auburn, 2021), 84

⁹⁶ Christiane Gilbert, "Inclusion of Students with Autism Spectrum Disorder in the Music Classroom: Music Teachers' Experiences, Attitudes, and Perceptions" (MA diss., Texas Woman's University, Denton, 2013), 31.

⁹⁷ *Ibid.*, 36.

to deal with students with disabilities, and a plan and strategy are needed to teach students with special needs.

Limitation

This survey results from a survey of 50 parents of Korean and Korean-American students with autism living in Los Angeles and Orange County. In addition, the survey was limited to the parents of Korean and Korean-American students living in Los Angeles and Orange County to avoid getting too abstract results. A total of 50 parents participated in the survey, and all the surveys were conducted anonymously online. Due to the small number of samples and anonymity, the survey results cannot represent the opinions of parents of children with autism living in Los Angeles and Orange County. In addition, because the survey was randomly conducted online without equitable distribution of participants of Los Angeles County and Orange County, the distribution of the survey participants' regions may be uneven or reflect more opinions from one region.

Recommendations for Future Study

This study was conducted to determine whether Korean or Korean American students with autism in Los Angeles and Orange Counties receive music education fairly and equitably. Unfortunately, this study was limited to two counties in Southern California and was limited to Korean and Korean Americans. In addition, among the many disorders, it was limited to autism. These limitations have been a significant impediment to more extensive research. To overcome these limitations, researchers conducting these studies in the future will need to broaden their studies to include several states, various races, and various disabilities.

In addition, it would be beneficial to analyze how many students with disabilities actually participate in music education through official school district data by analyzing the percentage of students with disabilities participating in music classes in each school district introduced very briefly in this study. Also, it will be helpful to analyze how many students with disabilities participate in music education through official school district data, just as this study briefly analyzed the participation rate of students with disabilities in each school district. More research on inclusive education is needed. Recently, many schools have been implementing integrated education, but schools and teachers are insufficiently prepared for this. For inclusive education to be effectively implemented in public schools, it is necessary to study what is needed and how to prepare for it. Lastly, it is also vital to investigate the districts and schools that actively implement and successfully achieve inclusive education and analyze the specific methods of inclusive education.

Implications for Practice

Various requirements are required to provide fair and equitable music education opportunities to children with autism in public schools and to ensure that they receive good music education. These requirements include the act for students with special needs, active support from educational institutions, efforts from teachers, and cooperation from parents, and just because one of these requirements goes well, the educational environment does not improve. The best educational conditions can be established when all these elements are systematically well-communicated and cooperated. The practical implications of this study are as follows: providing accurate information about music classes, determination of IEP for music classes,

cooperation for students with special needs in school, education of music teachers for special children, and continuing education for students with special needs.

Providing Accurate Information about Music Classes

Mainstream students can get information about all class content from school, friends, or various promotional materials. In particular, music classes in middle and high schools are divided into choirs, orchestras, marching bands, and so on, and they are often selected by audition. Because of the essential purpose of education, which is to provide equal educational opportunities to all students, selecting students who can take music classes by auditioning is still controversial. In the case of choirs or orchestras selected by auditioning, audition dates are fixed, and information about this can be found through school posters and various information. However, in the case of students with special needs, the space they can move around on campus is limited, and because they spend much time in special education classes, there are many cases where this information is not delivered properly. In addition, even if the information is obtained or viewed on related posters, the school must provide it directly to parents because students with special needs are limited in their ability to judge and act independently. As a result, for students with special needs to actively participate in music classes, it is necessary to transparently provide information about music classes to parents.

Determination of IEP for Music Classes

The IEP develops an individualized plan for students with special needs to do well in school. In this process, music classes are not covered chiefly. The reason is that IEPs often plan their study around compulsory subjects to meet students' graduation requirements and that students with special needs, as much as possible, prefer to be educated in special education

classes. Most schools do not have separate music classes for students with special needs, so if special students want to take music classes, they must attend the mainstream class during the special education class. Also, in this case, the school should provide aides if necessary for the students with special needs. Because of this inconvenience, the IEP plans individual programs mainly for compulsory subjects and pays little attention to elective subjects such as music and art.

The problem is that even if a parent requests music lessons from the IEP because they want their children to take music classes, the IEP may deny the request. If students with special needs want to take music classes and their parents ask for IEP to participate in music classes for their children, IEP should support and cooperate as much as possible so that their children can participate in music classes. It should not be forgotten that the IEP is an educational support plan for the individual student with special needs. If individual students with special needs need music education, IEPs must do their best to support it. Instead, the IEP should actively promote the availability of elective courses such as music and art classes in middle and high schools and share information about audition schedules and classes. In addition, if the parent of a student with special needs requests music lessons or wants advice from a music teacher, the IEP should inform that the music teacher may also participate in the IEP.

Cooperation for Students with Special Needs in School

Collaboration is critical to inclusive education, as demonstrated by the success stories of inclusive education in California schools. In many instances, information from preschools was shared and used in primary school education, collaborating to ensure that they receive a stable and consistent education. In addition, mainstream teachers worked closely with special education

teachers and the district administrator for special education and received advice on students with special needs. Furthermore, worked closely with parents and IEPs to endeavor that students with special needs are as stable as possible when receiving an inclusive education. It is not easy for mainstream teachers or school managers to take care of students with special needs without knowledge of special education. From time to time, mainstream teachers and school officials must seek advice from special education teachers and experts for students with special needs and work closely with parents.

Education of Music Teachers for Special Children

Recently, although many universities have increased special education-related classes and incorporated them into their curriculum, most teachers who graduated from the music education department just ten years ago did not receive any special education. In addition, many teachers do not understand students with special needs and do not know how to deal with them because opportunities to meet students with special needs are minimal, even in the internship program in connection with local schools. Music classes in most elementary schools have become inclusive classes, so music teachers have several students with special needs in their classes.

For students on the autism spectrum, dealing with them is more complicated than with other disorders because the symptoms of the disorder are so diverse. Music teachers should not try to handle students with special needs only depending on their experience. Music teachers must get information about special education to educate students with special needs. This requires reading books about special education, asking special education teachers or administrators if they have any questions, and attending special education seminars and conferences.

Continuing Education for Students with Special Needs

Disability-related laws are constantly being revised. In addition, the methods of education for students with special needs are constantly changing. For teachers to respond to these changes, they need education about the changes. Inclusive education is already being actively implemented in many schools, so it is not unusual for teachers to meet students with disabilities in their classes. Also, if the IEP needs input from mainstream teachers, they should participate in the IEP and provide advice. However, many teachers panic when they come to the IEP meetings because they are unfamiliar with the laws or related terms of disability law.

In addition, they sometimes give incorrect or irrelevant answers without knowing the process of how special education is provided. As time goes by, related laws change, and new terminology arises. In the modern education system, where students with disabilities are always encountered, teachers must be well aware of this. It is a suitable method for teachers to read books about special education or attend special education seminars or conferences, but because these are voluntary, it will have no effect if teachers do not make the time and effort to do so. Therefore, school districts must work with local colleges to regularly provide teachers with special education-related classes and ensure that teachers take those classes.

Summary

In 1975, the United States enacted a law, IDEA, to protect the education of students with disabilities. Although it has a short history of fewer than 50 years, the educational system and social perception of students with disabilities have rapidly changed. The separate school system for special students has now been integrated into the public school system, and inclusive

education is being implemented in which students with special needs frequently participate in mainstream classes rather than in special classes. Compared to the short history of disability law, this is a very epoch-making development, but many areas still need to be changed.

In particular, the rights thoroughly guaranteed by the Disability Act are not guaranteed or not applied in some local schools, and in some cases, it is not practically possible. Also, even when local school districts try to abide by the laws for students with disabilities strictly, there are cases where they suffer from a lack of budget or skilled human resources. Now is the time to identify and address the causes so that the law can be enforced appropriately for front-line school districts and schools. The Ministry of Education, schools, parents, and the community must all work together to ensure that all students, including students with disabilities, have equal and fair opportunities.

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APPENDIX A

Survey Questionnaire

Music Education of Korean-American Students with Autism Spectrum Disorder Living in Los Angeles County and Orange County

This survey is for parents of Korean and Korean-American students with autism living in Los Angeles County and Orange County. The Americans with Disabilities Act guarantees that students with special needs have a right to an equal and fair education. In addition, the U.S. Department of Education and the Americans with Disabilities Act aim for an inclusive education in which students with special needs and mainstream students take classes together. However, in local public schools, when a student with special needs wants music classes and wants an aide, the school must provide an aide, and because music classes and special education classes overlap, they do not recommend music classes even though parents and students want music classes. This survey aims to improve the awareness of public schools so that students with special needs can receive music lessons fairly and how students with special needs can receive the music education they desire along with mainstream students in the inclusive classroom.

This survey is conducted anonymously, and the survey results are used as material for my dissertation. For anonymity, personal information such as name or phone number is not collected, but one can send an email at the end of the survey for a \$5 Starbucks gift card. The total survey takes about 15 minutes, and all questions are mandatory. If the conditions for participating in the survey are not met, it will be terminated. If participants agree to this, you can proceed with the survey.

- Agree (**Move to 1-1**)
- Disagree (**Move to 24 - End of the survey**)

1-1. What type of school does your child attend?

- Public School (**Move to 1-2**)
- Private School (**Move to 24 - End of the survey**)

1-2 Are you a Korean or Korean-American living in Los Angeles or Orange County?

- Yes (**Move to 1-3**)
- No (**Move to 24 - End of the survey**)

1-3 Does your child have autism?

- Yes (**Move to 2-1**)
- No (**Move to 24 - End of the survey**)

2-1. What is your child's grade?

- Elementary (**Move to 3-1**)
- Middle School (Junior High School) (**Move to 10-1**)
- High School (**Move to 10-1**)

Elementary School

3-1. What type of music class did your child take in elementary school?

- ☐ General Music (**Move to 4-1**)
- ☐ Music Ensemble (Orchestra, Choir, Bands, and Etc.) (**Move to 4-1**)
- ☐ My child has never taken a music class. (**Move to 5-1**)

4-1. Where did your child take music class, and who taught them?

- ☐ A music teacher taught a music class with general mainstream students in a music classroom.
(**Move to 4-2**)
- ☐ Although the music teacher taught the music class in the music classroom, only students with special needs received a separate class. (**Move to 4-2**)
- ☐ A music teacher came to the special class and taught music. (**Move to 4-2**)
- ☐ A special class teacher taught music in a special classroom. (**Move to 4-2**)

4-2. When your child participated in music classes/ensembles at school, if your child needed an aide, did the school provide an assistant?

- ☐ Yes (**Move to 4-3**)
- ☐ No (**Move to 4-3**)

4-3. If your child has taken music classes/ensembles, did your child like the class?

- ☐ Yes (**Move to 6-1**)
- ☐ No (**Move to 4-4**)
- ☐ Other _____ (**Move to 6-1**)

4-4. Why was your child not satisfied with their music class?

- ☐ The music teacher did not handle properly my child in class. (**Move to 6-1**)
- ☐ The school did not support an aide for my child. (**Move to 6-1**)
- ☐ Other _____ (**Move to 6-1**)

5-1. Why did not your child take a music class (ensembles)?

- ☐ There was no music class at school. (**Move to 6-1**)
- ☐ There was music class at school, but the IEP did not allow my child to participate. (**Move to 7-1**)
- ☐ I did not know the procedure for taking music classes. (**Move to 8-1**)

6-1. Do you think music education is essential for your child?

- ☐ Music education is very important for the emotions of the child. (**Move to 9-1**)
- ☐ It does not matter whether my child receives music education or not. (**Move to 9-1**)

7-1. Why did not the IEP of your child allow him/her to take music classes?

- ☐ Because it overlaps with the special education class schedule **(Move to 6-1)**
- ☐ The IEP members objected to my child entering mainstream music classes. **(Move to 6-1)**
- ☐ Other _____ **(Move to 6-1)**

7-2. When your child wanted to take music class/ensemble, has the music teacher ever attended an IEP meeting?

- ☐ Yes **(Move to 6-1)**
- ☐ No **(Move to 6-1)**
- ☐ I never wanted a music class for a child **(Move to 6-1)**

8-1. You replied that you did not know your child how to take music classes. So, what do you think is needed to prevent this from happening?

- ☐ The IEP must detail information about the music classes your child can participate in. **(Move to 6-1)**
- ☐ Information must be documented and communicated to parents about the classes their child is taking at school. **(Move to 6-1)**
- ☐ Since arts education is very important to students with disabilities, the IEP should pay special attention to arts subjects. **(Move to 6-1)**

9-1. If your child enters middle school and music become an elective subject, will you actively intervene to receive music education?

- ☐ Yes (**Move to 22**)
- ☐ No (**Move to 22**)

Middle School and High School

10-1 Has your child ever participated in a music class/ensemble while at school? (General music education/ensemble received in elementary school is excluded.)

- ☐ Yes (**Move to 11-1**)
- ☐ No (**Move to 12-1**)

11-1. If your child has received music education, what music class/ensemble did he/she participate in?

- ☐ Choir (**Move to 11-2**)
- ☐ Orchestra (**Move to 11-2**)
- ☐ Marching Band (**Move to 11-2**)
- ☐ General Music (Music Theory) (**Move to 11-2**)
- ☐ Other _____ (**Move to 11-2**)

11-2. When your child participated in music classes/ensembles at school, if your child needed an aide, did the school provide an assistant?

- ☐ Yes (**Move to 11-3**)
- ☐ No (**Move to 11-3**)

11-3 If your child has taken music classes/ensembles, did your child like the class?

- ☐ Yes (**Move to 13-1**)
- ☐ No (**Move to 11-4**)
- ☐ Other _____ (**Move to 11-4**)

11-4 Why was your child not satisfied with their music class?

- ☐ The music teacher did not handle properly my child in class. (**Move to 12-2**)
- ☐ The school did not support an aide for my child. (**Move to 12-2**)
- ☐ Other _____ (**Move to 12-2**)

12-1. If your child has never received a music education, why?

- ☐ I never got the information at all about music classes in school or on the IEP. (**Move to 13-1**)
- ☐ I wanted my child to attend music classes, but neither the school nor the IEP gave my child permission. (**Move to 13-1**)

- ☐ Due to the schedule of the special education class, my child could not attend the class. **(Move to 13-1)**
- ☐ Other _____ **(Move to 13-1)**

12-2. If your child has never taken a music class/ensemble, are you willing to have your child take a music class/ensemble in the future?

- ☐ Yes **(Move to 22)**
- ☐ No **(Move to 22)**

13-1. When your child wanted to take music class/ensemble, has the music teacher ever attended an IEP meeting?

- ☐ Yes **(Move to 12-2)**
- ☐ No **(Move to 14-1)**
- ☐ I never wanted a music class for a child **(Move to 12-2)**

14-1. Why did the music teacher not participate in the IEP?

- ☐ I did not know if I could ask for a music teacher. **(Move to 12-2)**
- ☐ I requested, but IEP or music teacher refused. **(Move to 12-2)**

22. Finally, please feel free to write down if your child has had difficulties receiving music education in public schools or has experienced administrative unreasonable actions.

Also, if any administrative improvements need to be made in school for your child's music education in the future, please feel free to write them down.

23 Thank you! (Completed)

Thank you for taking part in the survey and faithfully entering all the data.

Your answers will serve as a basis for improving the music education environment for students with autism.

* To receive a \$5 Starbucks gift card, please contact _____ (According to the IRB guidelines, personal information, including e-mail, cannot be collected in an anonymous survey.)

24 End of Survey

You are not eligible for the survey. To take the survey, you must be a Los Angeles County or Orange County resident, parents of a Korean-American or Korean child with autism, and your child must be attending a public school.

Thank you for participating in the survey.

Survey Questionnaire (Korean Version).

로스앤젤레스 카운티 지역과 오렌지 카운티에 사는 자폐증을 가진 한인 학생 혹은 한국계

미국학생들의 음악교육 실태조사

이 설문조사는 로스앤젤레스 카운티와 오렌지 카운티에 거주하는 한국 자폐 학생의 부모를 대상으로 합니다. 미국 장애인법(Americans with Disabilities Act)은 특별한 도움이 필요한 학생들이 평등하고 공정한 교육을 받을 권리를 보장합니다. 또한 미국 교육부와 장애법은 장애학생과 일반학생이 함께 수업을 듣는 통합교육을 목표로 하고 있습니다. 하지만, 일선 학교에서는 특별한 도움이 필요한 학생들이 음악수업을 원할 경우 음악수업을 참여할 수 있게 해줘야 하고, 또 그들이 원할 경우 보조 교사와 함께 음악수업을 참여할 수 있게 해줘야 함에도 불구하고, 보조교사 지원으로 발생하는 재정적인 문제나 혹은 음악수업과 특수교육 스케줄이 겹친다는 이유로 특별한 도움이 필요한 학생들의 부모와 학생들이 음악수업을 원하는데도 불구하고 음악수업을 추천하지 않거나 음악수업을 막는 경우가 있습니다.

이 설문조사는 특별한 도움이 필요한 학생들이 음악수업을 공정하고 공평하게 받을 수 있도록 일선학교의 인식을 개선하고, 어떻게 하면 도움이 필요한 학생들이 통합교실에서 메인스트림 학생들과 함께 음악교육을 원하는 데로 받을 수 있는 수 있는지에 대한 방안을 찾기 위해 마련했습니다.

본 설문은 익명으로 진행되며, 설문 결과는 논문의 자료로 활용됩니다. 또한, 설문조사에서 확보된 데이터는 비밀번호로 보호된 컴퓨터에 저장되며, 일정 기간 저장된 후 모든 데이터는 파기됩니다. 익명을 위해 이름, 전화번호 등의 개인정보는 수집하지 않으며, 설문조사 종료 시 [스타벅스 상품권]을 요청하실 수 있습니다. (IRB 지침상 익명 데이터 수집 시 Email 을 수집할 수 없기 때문에 설문이 끝난 후 직접 요청을 해 주셔야 합니다.) 전체 설문조사는 약 15 분 정도 소요되며 모든 질문은 필수 항목입니다. 설문 참여 조건이 충족되지 않을 경우 중간에 종료됩니다. 이에 동의하시면 설문을 진행하실 수 있습니다.

- 동의합니다. (1-1로 이동)
- 동의하지 않습니다. (24 - 설문종료)

1-1. 귀하의 아이들이 다니는 학교 유형은?

- 공립학교(Public School) (1-2로 이동)
- 사립학교(Private School) (24 - 설문종료)

1-2 귀하는 로스앤젤레스 카운티나 오렌지 카운티에 거주하고 있는 한국계 미국인 혹은 한국인이신가요?

- 네 (1-3로 이동)

○ 아니요 (24 - 설문종료)

1-3 당신의 자녀는 자폐증을 가지고 있나요?

○ 예 (2-1로 이동)

○ 아니요 (24 - 설문종료)

2-1. 당신의 자녀는 몇 학년인가요?

○ 초등학교 (3-1로 이동)

○ 중학교 (Junior High School) (10-1로 이동)

○ 고등학교 (10-1로 이동)

초등학교 음악교육

3-1. 당신의 자녀는 초등학교에서 어떤 유형의 음악교육을 받았나요?

○ 음악이론수업 (4-1로 이동)

○ 앙상블 수업(합창단, 오케스트라 등) (4-1로 이동)

○ 나의 자녀는 음악수업을 받아본 적이 없습니다. (5-1로 이동)

4-1. 당신의 자녀는 어디서 누구에게 음악수업을 받았나요?

- 음악교실에서 메인스트림 학생들과 함께 음악교사에게 수업을 받았습니다. (4-2로 이동)
- 음악교실에서 음악교사에게 수업을 받았지만, 특수학급 학생들만 따로 수업을 받았습
다. (4-2로 이동)
- 음악교사가 특수학급 교실에 와서 음악수업을 진행했습니다. (4-2 로 이동)
- 특수학급 교사가 특수학급 교실에서 음악수업을 진행했습니다. (4-2로 이동)

4-2. 음악수업을 위해 학교에서 보조교사를 지원했나요?

- 지원했습니다. (4-3으로 이동)
- 지원하지 않았습니다. (4-3으로 이동)

4-3. 만일 당신의 자녀가 음악교육을 학교에서 받았다면, 당신의 자녀는 음악수업에
만족했나요?

- 네 (6-1로 이동)
- 아니요 (4-4로 이동)
- 기타 _____ (6-1로 이동)

4-4 왜 당신의 자녀는 음악수업에 만족하지 못했나요?

- 음악교사가 내 자녀를 수업에 적극적으로 참여할 수 있도록 지도하지 못했습니다. (6-1로 이동)
- 보조교사를 제대로 지원받지 못했습니다. (6-1로 이동)
- 기타 _____ (6-1로 이동)

5-1. 당신의 자녀는 왜 음악수업을 받지 못했나요?

- 학교에 음악수업이 아예 없었습니다. (6-1로 이동)
- 음악수업은 있었지만, IEP에서 허가하지 않았습니다. (7-1로 이동)
- 나는 내 자녀가 음악수업에 어떻게 참여해야 하는지 알지 못했습니다. (8-1로 이동)

6-1. 음악교육이 당신의 자녀에게 꼭 필요하다고 생각하십니까?

- 음악교육은 내 자녀에게 꼭 필요하다고 생각합니다. (9-1로 이동)
- 음악교육은 내 자녀에게 크게 중요하지 않습니다. (9-1로 이동)

7-1. 왜 IEP 에서는 당신의 자녀가 음악수업에 참여하는 것을 왜 반대했습니까?

- 특수교육 수업과 스케줄이 겹칩니다. (7-2 로 이동)
- IEP 에서는 내 자녀가 정규 음악수업에 들어가는 것을 반대했습니다. (7-2 로 이동)
- 기타 _____ (7-2 로 이동)

7-2. 당신의 자녀가 음악교육을 원한다고 IEP 에 요청했을 때 음악교사가 IEP 미팅에 참여한 적이 있나요?

- 네 (6-1로 이동)
- 아니요 (6-1로 이동)
- 나는 음악교육을 IEP미팅에서 요청한 적이 없습니다. (6-1로 이동)

8-1. 당신은 당신의 자녀가 어떻게 음악수업에 참여할 수 있는지 모른다고 답변했습니다.

이런 일이 발생하지 않도록 어떤 조치가 필요할까요?

- IEP에서는 학생들이 참여할 수 있는 수업들에 대한 자세한 정보를 제공해야 합니다.

(6-1로 이동)

- 내 자녀가 참여하거나 참여할 수 있는 수업에 대한 정보를 문서화해서 학부모와 공유해야

하며, 상의해야 합니다. (6-1로 이동)

- 예술교육은 장애를 가진 내 자녀에게는 매우 중요하므로, IEP에서는 특별히 예술교육은
챙겨야 합니다. (6-1로 이동)

9-1. 초등학교는 대부분 음악교육이 필수과목이지만, 대부분의 중. 고등학교는 음악교육이
선택과목입니다. 만일 당신의 자녀가 중. 고등학교에 진학했을 경우 음악교육을 선택해서
음악교육을 받길 원하십니까?

- 네 (22로 이동) ○ 아니요 (22로 이동)

중. 고등학생을 위한 음악교육

10-1 당신의 자녀는 음악수업 (음악이론, 음악양상블-합창단, 오케스트라, 마칭밴드...)을
받아본 적이 있습니까? (초등학교에서 대부분의 학교에서 필수로 진행되는 음악수업은
제외됩니다.)

- 네 (11-1로 이동)
- 아니요 (12-1로 이동)

11-1. 만일 당신의 자녀가 음악수업을 받았다면, 어떤 수업을 받았습니까?

- 합창단 (11-2 로 이동)
- 오케스트라 (11-2 로 이동)
- 마칭밴드 (11-2 로 이동)
- 음악이론수업 (11-2 로 이동)
- 기타_____ (11-2 로 이동)

11-2. 당신의 자녀가 음악수업을 참여 시 당신 자녀가 보조교사가 필요해서 요청했을 경우
학교에서는 당신의 자녀를 위해 보조교사를 지원했나요?

- 네 (11-3 로 이동)
- 아니요 (11-3 로 이동)

11-3 만일 당신의 자녀가 음악교육을 학교에서 받았다면, 당신의 자녀는 음악수업에
만족했나요?

- 네 (13-1 로 이동)

○ 아니요 (11-4 로 이동)

○ 기타 _____ (11-4 로 이동)

11-4 당신의 자녀는 왜 음악수업에 만족하지 못했나요?

○ 음악교사가 내 자녀를 수업에 적극적으로 참여할 수 있도록 지도하지 못했습니다. (12-2 로 이동)

○ 보조교사를 제대로 지원받지 못했습니다. (12-2로 이동)

○ 기타 _____ (12-2로 이동)

12-1. 당신의 자녀가 음악수업을 받아본 적이 없다면 그 이유는 뭔가요?

○ 나는 음악수업과 관련해서 학교나 IEP에서 아무런 정보를 얻을 수 없었습니다. (13-1로 이동)

○ 나는 내 자녀가 음악수업을 받는 것을 원했지만, 학교나 IEP에서 허가하지 않았습니다. (13-1로 이동)

○ 특수학급 수업과 겹쳐서 음악수업을 들을 수 없었습니다. (13-1로 이동)

○ 기타 _____ (13-1로 이동)

12-2. 미래에 음악수업이 가능하다면, 음악수업을 받게 하실건가요?

- 네 (22 로 이동)
- 아니요 (22 로 이동).

13-1. 당신의 자녀가 음악교육을 원한다고 IEP 에 요청했을 때 음악교사가 IEP 미팅에 참여한 적이 있나요?

- 네 (12-2 로 이동)
- 아니요 (14-1 로 이동)
- 나는 음악교육을 요청한 적이 없습니다. (12-2 로 이동)

14-1. 왜 음악교사는 IEP 에 참여하지 않았나요?

- 나는 음악교사를 IEP 에 참여시켜도 되는지 몰랐습니다. (12-2 로 이동)
- 요청했지만, 음악교사나 IEP 에서 거절했습니다. (12-2 로 이동)

22. 마지막으로 당신의 자녀가 음악교육을 받을 때 어려움이 있었던 경험이 있으셨거나

행정적으로 불이익을 당한 경험이 있다면, 자유롭게 써 주시기 바랍니다. 또한, 당신의

자녀가 음악교육을 제대로 받기 위해 행정적으로 개선되어야 할 부분이 있다면, 자유롭게

써주세요.

--

23. 감사합니다. (설문종료)

설문에 참여해 주셔서 감사합니다.

당신의 답변은 특별한 도움이 필요한 학생들의 음악교육 환경을 개선시키는데 도움이 될

것입니다. 스타벅스 상품권을 원하실 경우 다음 메일로 메일 주시기 바랍니다.

24. 설문중단

설문에 참여해 주셔서 감사합니다. 아쉽게도 귀하는 설문조사를 진행하실 수 없습니다.

설문조사에 참여하기 위해서는 로스앤젤레스 카운티나 오렌지 카운티 지역에 사는 자폐증을

가진 한인 혹은 한국계 미국인 학부모여야 하며, 공립학교에 재학중이어야 합니다. 설문에

참여해 주셔서 감사합니다.

APPENDIX B: IRB APPROVAL

October 11, 2022

Hyoungjik Kim
Jerry Newman

Re: IRB Approval - IRB-FY21-22-1155 Music Education of Korean-American Students with Autism Spectrum Disorder (ASD) Living in Los Angeles County and Orange County

Dear Hyoungjik Kim, Jerry Newman,

We are pleased to inform you that your study has been approved by the Liberty University Institutional Review Board (IRB). This approval is extended to you for one year from the following date: October 11, 2022. If you need to make changes to the methodology as it pertains to human subjects, you must submit a modification to the IRB. Modifications can be completed through your Cayuse IRB account.

Your study falls under the expedited review category (45 CFR 46.110), which is applicable to specific, minimal risk studies and minor changes to approved studies for the following reason(s):

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

G. Michele Baker, MA, CIP

Administrative Chair of Institutional Research

Research Ethics Office

APPENDIX C: RECRUITMENT

KAKAOTALK GROUP CHATTING ROOM

ATTENTION KAKAOTALK FRIENDS: I am conducting research as part of the requirements for a doctor of music education degree at Liberty University. The purpose of my research is to investigate whether public schools in Los Angeles County and Orange County provide fair and equitable music education to Korean or Korean-American students with autism spectrum disorder (ASD). To participate, you must live in Los Angeles County or Orange County, be the parent of a student with autism spectrum disorder, and be a parent of a Korean or Korean-American student. Participants will be asked to complete an anonymous online survey, which should take about 15 minutes. If you would like to participate and meet the study criteria, please click the link provided at the end of this post. A consent document will be provided on the first page of the survey. Please review this page, and if you agree to participate, click the "proceed to survey" button at the end.

To take the survey, click here:

RECRUITMENT: KOREAN

카카오톡 그룹채팅방

카카오톡 그룹채팅방에 계신 한인 학부모님들께:

저는 Liberty University 에서 음악 교육 박사 학위를 받기 위한 요건의 일환으로 연구를 수행하는 박사과정 학생 김형직입니다. 제 연구의 목적은 로스앤젤레스 카운티와 오렌지 카운티에 속한 공립학교들이 자폐증을 가진 한인 혹은 한국계 미국인 학생들에게 공정하고 공평한 음악교육을 기회를 제공하고 있는지 조사하는 것입니다. 참여하려면 로스앤젤레스 혹은 오렌지 카운티에 거주하고 자폐증이 있는 학생의 부모여야 하며 한국 또는 한국계 미국인 학생의 부모여야 합니다. 참가자는 약 15 분 정도 소요되는 익명의 온라인 설문조사를 완료해야 합니다. 설문 참여 자격이 되시고, 참여를 원하신다면 이 게시물 맨 아래에 제공된 링크를 클릭하십시오. 설문조사 첫 페이지에는 설문조사에 대한 동의서가 제공됩니다. 설문조사에 동의를 하시면 설문이 진행됩니다.

설문조사에 참여하려면 여기를 클릭하세요.

APPENDIX D: CONSENT INFORMATION

Consent

Title of the Project: Music Education of Korean-American Students with Autism Spectrum Disorder Living in Los Angeles County and Orange County

Principal Investigator: Hyoungjik Kim, Student in the Doctor of Music Education, School of Music at Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be the parent of Korean or Korean-American students with autism residing in Los Angeles County or Orange County. Participation in this research project is voluntary.

Please take the time to read this entire form and ask questions before deciding whether or not to participate in this study.

What is the study about, and why is it being done?

The purpose of this study is to investigate whether public schools in Los Angeles County and Orange County provide fair and equitable music education to Korean or Korean-American students with autism spectrum disorder.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following thing:

- Participate in a survey that will take about 15 minutes and conducted anonymously.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include parents of Korean-American students with autism spectrum disorder can learn about the current state of music education in public schools and what parents with students with disabilities think about their children's music education in public school.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be anonymous.
- Additionally, the data is stored on a password-locked computer. After three years, all electronic records will be deleted.

How will you be compensated for being part of the study?

Participants will be compensated for participating in this study. Participants who complete the survey will be eligible for a \$5 Starbucks e-gift card. There will be instructions at the end of the survey on how to contact the researcher after the anonymous survey has been submitted so as to receive the gift card.

Is study participation voluntary?

Participation in this study is voluntary. Your decision on whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any questions or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please exit the survey and close your Internet browser. Your responses will not be recorded or included in the study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Hyoung-Jik Kim. You may ask any questions you have now. If you have questions later, you are encouraged to contact him at _____ You may also contact the researcher's faculty sponsor, Dr. Jerry Newman, at _____

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you would like a copy of copy of this document, please e-mail me and I will send you a copy by mail or e-mail. Also, if you have any questions about the study later, you can contact Hyoungjik Kim using the information provided above.

Consent: Korean
동의서

프로젝트 제목: 로스앤젤레스 카운티와 오렌지 카운티 지역에 사는 자폐증을 가진 한인 학생들의 음악교육 실태조사

수석 연구원: 김형직, 리버티 대학교 음악교육 박사 과정 학생

연구 참여에 대한 초대

당신은 본 연구에 참여하도록 초대되었습니다. 참여하려면 로스앤젤레스 카운티나 혹은 오렌지 카운티에 거주하는 자폐증을 가진 자녀를 둔 한인 혹은 한국계 미국인 학생의 학부모여야 합니다. 이 연구 프로젝트에 참여하는 것은 자발적입니다. 시간을 내어 이 전체 양식을 읽고 궁금한 점이 있으시면, 설문조사 시작 전에 질문해주시기 바랍니다.

무엇에 대한 연구이며 왜 수행됩니까?

이 연구의 목적은 로스앤젤레스 카운티와 오렌지 카운티에 속한 공립학교들이 자폐증을 가진 한인 혹은 한국계 미국인 학생들에게 공정하고 공평한 음악교육을 제공하고 있는지 조사하는 것입니다.

이 연구에 참여하면 어떻게 됩니까?

설문조사는 약 15 분 정도 소요되며, 익명으로 실시됩니다.

당신이나 다른 사람들이 이 연구로부터 어떤 유익을 얻을 수 있습니까?

참가자가 이 연구에 참여함으로써 기대되는 직접적인 이점은 없습니다.

하지만, 이 연구를 통해 자폐 스펙트럼 장애를 가진 한국인 혹은 한국계 미국인 학생의 부모는 캘리포니아 공립 학교의 음악 교육 현황을 알아볼 수 있으며, 장애 학생의 부모들이 공립 학교에서 자녀의 음악 교육에 대해 어떻게 생각하는지에 대한 정보를 얻을 수 있습니다.

이 연구에 참여함으로써 어떤 위험을 겪을 수 있습니까?

이 연구와 관련된 위험은 최소이며, 이는 일상 생활에서 접할 수 있는 위험과 동일합니다.

개인정보는 어떻게 보호되나요?

이 설문조사는 모든 과정을 익명으로 조사하며, 이름, 나이, 성별 등의 개인정보는 전혀 수집하지 않습니다. 또한, 데이터는 암호로 잠긴 컴퓨터에 저장되며 향후 프레젠테이션에 사용될 수 있습니다. 3 년이 지나면 모든 전자 기록은 삭제됩니다.

설문참여에 따른 보상이 있습니까?

설문에 성실하게 참여해주신 참가자들에게는 \$5 스타벅스 e-기프트 카드를 받을 수 있습니다. 기프트콘을 받기 위해 익명 설문을 제출한 후 연구원에게 문의해주시기 바랍니다.

연구 참여는 자발적입니까?

이 연구에 참여하는 것은 자발적입니다. 참여 여부에 대한 귀하의 결정은 리버티 대학교와는 현재 또는 미래 관계에 영향을 미치지 않습니다. 설문에 관련된 사항은 언제든지 연구원에게 질문을 하거나 철회할 수 있습니다.

연구에서 철회하기로 결정했다면 어떻게 해야 합니까?

연구 철회를 결정했을 경우 지금 즉시 설문조사를 진행하지 말고 인터넷 브라우저를 닫으십시오. 당신의 기록은 본 연구에 포함되거나 사용되지 않을 것입니다.

연구에 대한 질문이나 우려 사항이 있는 경우 누구에게 연락합니까?

당신은 언제든지 궁금한 점을 다음의 연락처로 문의하실 수 있습니다. 질문이 있는 경우
로 연락해 주시기 바랍니다. 또한, 이 연구의 Faculty Sponsor 를
맡고 있는 Jerry Newman 박사의 이메일 로 연락하실 수
있습니다

연구 참여자로서의 권리에 대해 질문이 있는 경우 누구에게 연락합니까?

이 연구와 관련하여 질문이나 우려 사항이 있고 연구원이 아닌 다른 사람과 이야기하고 싶다면 Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 또는 이메일 irb@liberty.edu 로 연락하시기 바랍니다.

면책 조항: IRB(Institutional Review Board)는 인간 대상 연구가 연방 규정에서 정의하고 요구하는 윤리적인 방식으로 수행되도록 보장하는 임무를 맡고 있습니다. 학생 및 교수 연구원이 다루거나 언급한 주제와 관점은 연구원의 것이며 반드시 Liberty University 의 공식 정책이나 입장을 반영하는 것은 아닙니다.

귀하의 동의

연구 참여에 동의하기 전에 연구 내용을 이해했는지 확인하십시오. 만일 당신이 동의한 본 문서를 우편으로 받고 싶거나 이메일로 받아 프린트를 하기 원하시면 문서 동의서 맨 끝에 이메일이나 집 주소를 적어주시기 바랍니다. 연구자는 본 문서를 우편(USPS)이나 이메일로 보내드릴 것입니다. 만일 당신이 연구에 대해 질문이 있는 경우 정보를 사용하여
로 문의할 수 있습니다.