

# **Cuevas Sound Spectrum**

## **Participant Criteria / Level of Functioning**

Printable Client/Program Document

Compassion • Integrity • Inclusion • Individualized Support

# Participant Criteria / Level of Functioning

Cuevas Sound Spectrum

## Purpose

Cuevas Sound Spectrum provides individualized, inclusive, and adaptive music lessons for students of varying ages, abilities, diagnoses, learning styles, and support needs. Services are designed to support creative expression, confidence, musical development, emotional regulation, communication, and meaningful participation through music.

Cuevas Sound Spectrum welcomes and supports individuals with diverse needs, including but not limited to:

Population Served	Description
Individuals with Autism Spectrum Disorder	Includes individuals across all levels of autism support needs, including Level 1, Level 2, and Level 3.
Individuals with Intellectual Disabilities	Includes students who may need modified instruction, repetition, visual supports, caregiver support, and individualized pacing.
Individuals with Developmental Disabilities	Includes individuals with developmental delays, learning differences, adaptive needs, or related support needs.
Neurodivergent Learners	Includes individuals with ADHD, sensory processing needs, communication differences, or other learning differences.
Veterans	Includes veterans who may benefit from music instruction, creative expression, emotional support, structured activity, confidence-building, or adaptive learning.
Children, Teens, and Adults	Services may be available across age groups depending on program fit, safety, and availability.

Participation is not based on musical skill level. Beginners are welcome. Participant criteria are used to determine whether Cuevas Sound Spectrum can safely and appropriately provide services based on the student's current level of functioning, support needs, communication style, and ability to participate.

## Inclusive Service Statement

Cuevas Sound Spectrum recognizes that individuals with autism, intellectual disabilities, developmental disabilities, and veterans may have different strengths, needs, communication styles, sensory preferences, emotional experiences, and learning abilities.

Lessons may be adapted using:

- Visual supports
- Modeling
- Repetition
- Flexible pacing
- Sensory-aware instruction
- Breaks
- Parent/caregiver support
- Modified instruments or activities
- Simplified instructions

- Choice-making opportunities
- Positive reinforcement
- Trauma-informed and compassionate communication

Cuevas Sound Spectrum believes that music should be accessible, meaningful, and individualized.

## Participant Eligibility Criteria

Area	Criteria
Autism Support Needs	Individuals with autism at any level may be considered for services, including those needing minimal, moderate, or substantial support.
Intellectual Disability Support Needs	Individuals with intellectual disabilities may participate when lessons can be safely modified to meet their learning and support needs.
Veteran Participation	Veterans may participate in music lessons or music-based enrichment for creative expression, skill-building, emotional wellness, structured engagement, or personal growth.
Interest in Music	Student should show some interest, curiosity, tolerance, or willingness to engage with music, rhythm, sound, instruments, or creative expression.
Ability to Participate	Student should be able to participate with support, prompting, modeling, breaks, accommodations, or caregiver assistance when needed.
Safety	Student must be able to participate safely with the level of support available.
Supervision	Minor students must have a parent, caregiver, guardian, or responsible adult over 18 present during the lesson.
Communication	Student may communicate verbally, nonverbally, with gestures, AAC, visuals, signs, pointing, writing, or caregiver support. Verbal communication is not required.
Behavior Support Needs	Student may have behavioral, sensory, attention, emotional, or regulation needs as long as services can be provided safely and appropriately.
Learning Level	Student may be beginner, intermediate, advanced, adaptive-level, or exploratory. No prior music experience is required.

## Level of Functioning Considerations

Cuevas Sound Spectrum understands that level of functioning does not define a person's worth, ability, intelligence, creativity, or potential. It is used only to identify the level of support needed for safe and meaningful participation.

Area of Functioning	What May Be Considered
Communication	How the student expresses needs, choices, discomfort, preferences, refusal, or emotions.
Attention Span	How long the student can engage before needing breaks, redirection, or task changes.
Sensory Needs	Sensitivity to sound, touch, lights, movement, instruments, volume, or group settings.
Motor Skills	Ability to hold drumsticks, press piano keys, clap, tap, move, imitate, or use adaptive supports.
Emotional Regulation	Ability to tolerate transitions, corrections, waiting, frustration, new tasks, or changes.
Safety Awareness	Awareness of surroundings, instruments, body space, and safety directions.
Social Interaction	Comfort with instructor interaction, turn-taking, imitation, shared activities, or group settings.
Independence	Level of prompting, adult support, caregiver assistance, or supervision needed.
Behavioral Needs	Aggression, elopement risk, refusal, self-injury, property destruction, or unsafe behaviors.

Area of Functioning	What May Be Considered
Medical/Safety Needs	Allergies, seizures, mobility needs, hearing sensitivity, PTSD-related triggers, or other safety information.
Veteran Support Needs	Possible need for trauma-informed instruction, predictable structure, emotional safety, adaptive pacing, or sensitivity to triggers.

## Participation Levels

Participation Level	Description	Support Needed
Independent Participation	Student can follow lesson activities with minimal support.	Occasional prompts or reminders.
Supported Participation	Student can participate with structure, modeling, redirection, and encouragement.	Moderate instructor support.
High Support Participation	Student needs frequent breaks, caregiver support, prompting, or modified tasks.	High support and close supervision.
Adaptive Participation	Student participates through modified activities, sensory supports, simplified tasks, or alternative communication.	Individualized accommodations.
Veteran Adaptive Participation	Veteran may benefit from structured, trauma-informed, flexible music instruction.	Emotional safety, pacing, and optional accommodations.
Trial Participation	Student may need a trial period to determine fit.	Intake review and possible short trial session.
Not Appropriate at This Time	Student's needs may exceed what can be safely supported in music lessons.	Referral or recommendation for additional support.

## Minimum Participation Requirements

To safely participate, the participant must be able to:

- Be present in the lesson area with support
- Tolerate the instructor being nearby
- Participate in at least brief music-based activities
- Receive support, redirection, modeling, or prompting when needed
- Remain safe with the level of supervision available
- Use instruments safely or with support
- Have an adult present if the student is a minor
- Have necessary medical, behavioral, sensory, veteran-related, or safety information disclosed before services begin

## Safety-Based Pause or Exclusion Criteria

Cuevas Sound Spectrum may pause, decline, modify, or discontinue services if the participant's current needs cannot be safely supported within the music lesson setting.

Concern	Possible Action
Aggression that creates safety risk	Lesson may be paused, modified, or discontinued.
Elopement or running away	Additional adult support may be required.
Self-injurious behavior	Safety plan or additional support may be required.
Property destruction	Lesson may be stopped if unsafe.
Unsafe use of instruments	Instruments may be modified or removed.
Severe sensory distress	Lesson may be adjusted, paused, or shortened.
Medical instability	Medical clearance or caregiver support may be required.
PTSD-related or trauma-related distress	Lesson may be paused, modified, or adjusted for emotional safety.
Lack of required adult supervision	Lesson may be canceled and charged.
Unsafe environment	Lesson may be canceled, moved, or discontinued.

## Suggested Agreement Language

By enrolling in services, the client, parent, legal guardian, caregiver, veteran participant, or authorized support person acknowledges that Cuevas Sound Spectrum may review the participant's level of functioning, support needs, safety needs, communication style, sensory needs, and ability to participate in order to determine appropriate service fit.

The client understands that services may be modified, paused, or discontinued if the participant's needs exceed what can be safely or appropriately supported in the music lesson setting.

Participant Name: \_\_\_\_\_

Parent/Guardian/Caregiver/Support Person Name, if applicable: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_