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**Abstract**

Typically, students with severe disabilities do not participate in middle school and high school level ensembles. Furthermore, research states that peers of students with disabilities are not as accepting of ensemble members with disabilities, especially developmental disabilities (DD). If peers without disabilities have not experienced students with DD included in an ensemble, the students without DD may be less accepting of ensemble members with DD. Additionally, research shows that students with DD do not participate in ensembles because music educators have a lack of resources to help students with DD.

This research explores benefits of inclusive ensembles, for students with and without DD, and provides recommendations to accomodate learners with DD. A person with a moderate DD has an IQ defined between 50 and 70, and has deficits in independent living i.e. hygiene or communication. People with moderate DD share characteristics that affect students with other learning exceptionalities to a greater or less extent. Therefore, modifications can be made to already explored accommodations for students with moderate DD participating in an instrumental ensemble. Para research was the methodology used to acquire information. Of the 23 resources used, 9 resources were written prior to 1990, and 14 were written after 1990. 4 documents included information regarding music therapy for people with special needs, 6 resources contained information about inclusion practices in music education, and 6 sources comprised of inclusive classrooms and special needs learners. Other resources encompassed music education methods, and specific information about disabilities. However, inclusion practices and accommodating students with learning exceptionalities needs more research. For example, comparing and contrasting individualized education plans (IEPs) to determine solutions for special needs learners would be helpful to music educators. Teaching strategies specifically for students with DD such as behavior management, guiding music literacy, memory strengthening techniques, assessment based on students’ capabilities, and establishing predictable routines, would be useful to music educators. Every student deserves equal opportunity to participate in a music ensemble. It is up to music educators to find resources for students who have limitations or disadvantages that currently exclude them from participating in an instrumental ensemble.