School organization varies for children with Asperger syndrome in Sweden.
• Variation in degree of spatial and social segregation: from special classes to flexible support enabling inclusion in mainstream classes
• Variation in degree of inclusion: placed in classroom but social and/or didactic segregation
• Independent schools for pupils with As
There is demand for special classes which has several possible causes: pupils desire to avoid repeated failure, schools difficulties in managing inclusion
Skolverket (The National Agency for Education)

The New Education Act – for Knowledge, Choice and Security
July 1 2011
http://www.sweden.gov.se/sb/d/12996
Children with autism spectrum disorders, ASD, without intellectual disabilities are no longer eligible for compulsory school for children with learning disabilities.

Music is sometimes removed as an pedagogical adjustment for pupils with Asperger syndrom in Sweden. Skolverket (The National Agency for Education ) Greher, G.R.; Hillier, A.; Dougherty, M.

Research on ASD and music show positive effects on the triad of impairments:
• Communication
• Socialization
• Behavior (imagination)

Examples of positive effects:
➢ Music class is a place where social and academic integration can take place
➢ Children with autism are specially responsive to music and have unusual interest in music
➢ Music can increase task accuracy and simultaneously decrease off-task responses
➢ Music can be a bridge
➢ Music can help develop social relationships with peers
➢ Music is a strong motivator for appropriate social behaviors
➢ The structure of music effects classroom behavior positively

Conclusion: There is abundant research on music intervention for children with ASD. Children with AS are often included in these interventions but are not specified in the results. Music as an educational/special educational tool has yet to be researched.

The meaning of music for children diagnosed with Asperger syndrome in two cultural and institutional settings. Field studies starting in Swedish school spring 2012 and in Canada with aboriginal children with As spring 2013. The possibilities for music as a special educational tool will be explored in the studies.