

Music Therapy in the Special Education Setting

Presented by Karen Finter at the RISE Symposium 26th July 2008

Registered Music Therapist

Redlands District Special School

Certified Infant Massage Instructor

Outline of presentation

- What is Music Therapy?
- Who is a Music Therapist?
- What do we do?
- Difference between music therapy/education/entertainment
- General overview of goals and interventions
- Practical Session – with more specific explanations

What is Music Therapy?

- Professional discipline using music to achieve therapeutic aims
- Functional and planned use of interactive music-based activities to achieve and enhance special education goals
- An alternative to traditional teaching methods

Who is a Registered Music Therapist?

- Completed an accredited course of training at university level
- Registered with the AMTA Inc. bound by their Code of Professional Conduct and Ethics
- Proficient Musician
- Independent practitioner or member of a multi-disciplinary team

What does a Music Therapist do?

- Assess individuals and groups to identify their abilities and needs
- Develop goals and objectives that address the individual needs of clients
- Select and employ appropriate musical techniques, methods and activities, to incorporate into a designed and planned therapeutic process that will achieve their program aims
- Regularly evaluates sessions to ensure effective program outcomes

Difference between Music Therapy / Music Education / Music Entertainment

The overall aims of music education and music therapy are, in fact, complementary. They both aim to facilitate the growth and development of the clients involved. The difference lies within the specific goals targeted by each discipline. Music educators specialize in the acquisition of musical knowledge, skills, and appreciation while music therapists use music primarily to achieve non-music goals (Daveson & Edwards, 1998).

When someone looks in on a music therapy session --- one might think the music therapist is entertaining the clients as it can be delivered in a positive and fun way to engage the clients without them realising that the therapist is in-fact working on many specific goals within that session, making it different to pure entertainment.

Overview of goals

- oTo increase opportunities for cognitive, physical and sensory stimulation
- oTo develop motor skills
- oTo promote social skills and improve interpersonal relationship skills
- oTo develop recognition of emotion in others and expression in self
- oTo enhance self esteem and confidence
- oTo improve verbal & non-verbal communication skills
- oTo have opportunities for non-verbal self-expression through the use of music
- oTo develop play skills

Overview of Interventions

- oMovement to music
- oSinging
- oEducational/instructional songs
- oInstrumental play
- oImprovisation
- oInvolvement in group activities
- oMusic listening
- oSong writing to facilitate self-expression

HELLO

...communication, social skills (appropriate response, eye contact, awareness of others), session structure...

DANCE

...gross/fine motor skills, organization and sequencing, following directions, imitation, spatial awareness, listening skills, body awareness ...

INSTRUMENTS

...social skills (turn-taking, waiting, listening, sharing), choice and control, academic concepts (stop/go, fast/slow, loud/soft), positional concepts (high /low, in front/behind), motor skills, PECS practice, visual/tactile/auditory stimulation...

SINGING

...Speech isolations, sounds practice, self-confidence, awareness of self and others ...

BALLS

...gross motor, balance, listening skills, turn taking, sound practice ...

THEME ACTIVITIES

...memory skills, learning & practicing concepts, cognitive stimulation ...

PARACHUTES

...anticipation, movement to music, listening skills, group interaction, turn taking...

...grasping, eye contact, tracking, team work...

...relaxation, tracking, stretching...

RELAXATION

...tracking, fine motor, oro-motor, relaxation, session structure...

GOODBYE

...communication, social skills (appropriate response, eye contact, awareness of others), session structure ...

DETAILS

o Karen Finter

Email: kfinter@internode.on.net

o Redlands District Special School

Phone: (07) 3488 6333

o Australian Music Therapy Association

www.austmta.org.au

o CD coming

BIBLIOGRAPHY

o www.austmta.org.au

o www.playgroupaustralia.com.au www.playgroupqld.com.au

o www.welcometomusic.net/product_list.asp

o www.giantsteps.net.au

o QLD AMTA population specific brochures

o Daveson, B. & Edwards, J. (1998). A role for music therapy in special education. *International Journal of Disability, Development and Education*, 45, 449-457.

MUSIC USED

o The hello song – Dragon tales Dragon tunes

o Clap your hands altogether – Hillary Henshaw

o We are all playing – Karen Finter

o Is a drummer boy – Karen Finter

o (adapted) Little drum – Feeling the beat

- o Silliest song – Tuned into Learning vol 7
- o Bouncing/Rolling – Karen Finter
- o (adapted) Rusty the clown – Rainbows, Trees and Tambourines
- o Milkshake – New MacDonald's Farm
- o Sea song – Jump and Jive with Hi 5
- o Somewhere over the rainbow – Israel Kamakawiwo'ole
- o Rainbow connection – The Muppet movie
- o Goodbye Song – Music Therapy (anne flood)