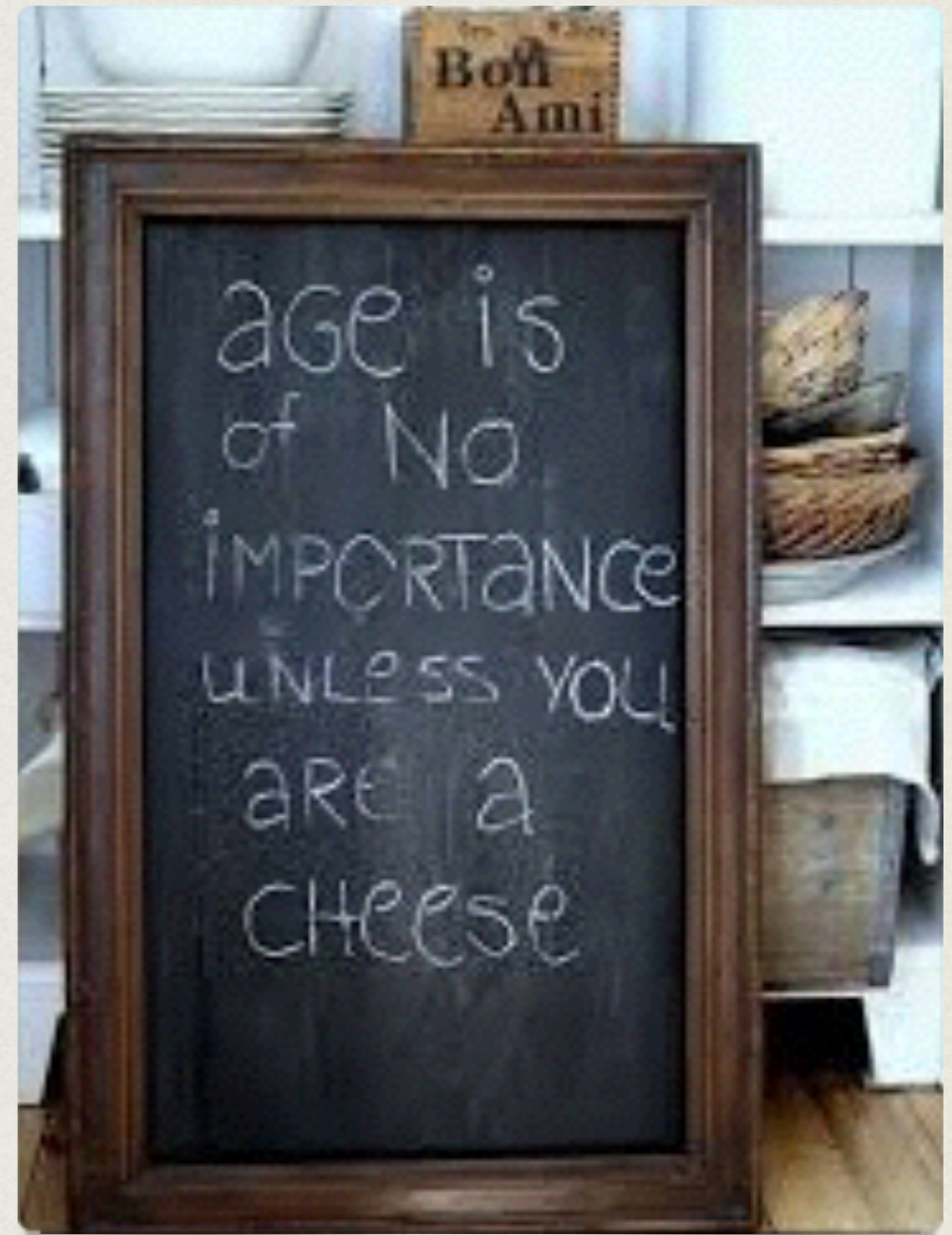# AGE AIN'T NOTHIN' BUT A NUMBER:

TIPS, STRATEGIES, & ACTIVITIES FOR THE MT WORKING WITH PRETEENS TO YOUNG ADULTS

age is of No importance unless you are a cheese

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Presentation slides and resources available at:

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Presentation Handouts

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A Little About Me!

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WHAT AGES ARE WE TALKING ABOUT IN THIS SESSION?

- Middle School
(11-14 years old)

- High School
(15-21 years old)

"AGE IS AN ISSUE OF MIND OVER MATTER. IF YOU DON'T MIND, IT DOESN'T MATTER."

MARK TWAIN

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WHERE ARE WE WORKING WITH THIS AGE GROUP?

- School Settings

- Mental Health/Substance Abuse Programs

- Medical Treatment Facilities

- Private Practice

- Any others?

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MYTHS, MISCONCEPTIONS, AND STEREOTYPES

- Teens are "difficult"

- Teens are violent and dangerous

- Teens are disrespectful, rude, and rebellious

- Teens don't care about the future

- Teens don't know how to communicate

- Teens are addicted to technology

- Teens are controlled by their hormones

- What are yours?

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THE NEGATIVE EFFECTS OF MYTHS, MISCONCEPTIONS, AND STEREOTYPES

- They can induce self-fulfilling prophecies

- By ignoring societal forces affecting behavior, our understanding of adolescent behavior becomes distorted

- Believing that these adolescent behaviors are inevitable can make it difficult for us to work or interact with the age group

- Labeling and stigmas

- Isolation or being singled-out

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IMPLICATIONS FOR MUSIC THERAPISTS

Board Certification Domains (2015)
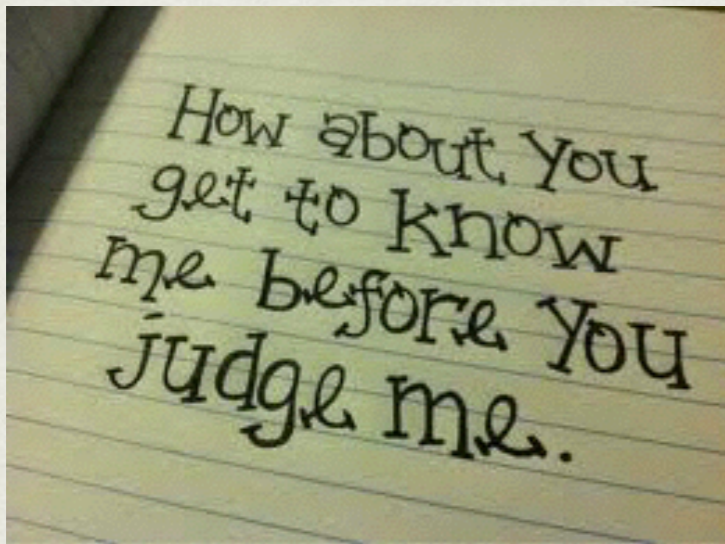
I. Referral, Assessment, and Treatment Planning:

    C. Interpret Assessment Information and Communicate Results

        4. Acknowledge therapist's bias and limitations in interpreting assessment information (e.g., cultural differences, clinical orientation)

    D. Treatment Planning

        1. Involve client in the treatment planning process, when appropriate

        9. Consider client's age, culture, language, music background, and preferences when designing music therapy experiences.

II. Treatment Implementation and Termination:

    A. Implementation

        1. Develop a therapeutic relationship by:

            a. building trust and rapport.

            b. being fully present and authentic.

            c. establishing boundaries and communicating expectations.

            d. providing ongoing acknowledgement and reflection.

            e. providing a safe and contained environment.

            f. recognizing and managing aspects of one's own feelings and behaviors that affect the therapeutic process.

            g. recognizing and working with transference and countertransference dynamics.

        5. To achieve therapeutic goals:

            g. empathize with client's music experience.

            l. facilitate community building activities.

            m. facilitate transfer of therapeutic progress into everyday life.

How about you get to know me before you judge me.

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STOP! THINK !

- What are your concerns or fears about working with this age range?

- Speaking of misconceptions and stereotypes, what do you think this group thinks about you? music therapy?

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SO WHAT DO WE DO NOW?

- Look at the program/facility you are working with and determine what type of programming is beneficial to the clients

- Focus on skills and goals that are relevant to what they are working on/towards
  - CBI

- Think about where your passion lies:
  - What is your specialty as a musician?
  - What is your specialty as a music therapist?

KEEP CALM AND MAKE A PLAN

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TIPS & SUGGESTIONS

- Create activities that focus on relevant skills and goals your clients need to be working on

- Utilize long range planning- think about expanding activities and themes over a period of a several weeks

- Use age-appropriate music **AND** use THEIR music (when and if it's appropriate)

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TIPS & SUGGESTIONS

- Stop and think about how you typically plan an activity....do you select music first or have the activity in mind and try to make it musical? Be careful when designing an activity! You want to make sure you are focusing on the goal/objective that a particular class or individual needs to work on. It is very easy to assign an objective or a goal to an activity after you have already put it together.

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TIPS & SUGGESTIONS

- Keep it age appropriate

- Technology, DVDs, & Video....Oh My!

- Create a notebook of resources, materials, activity ideas, and contacts

  - People willing to come and do a presentation for your classes

  - Websites you found helpful

  - Names of music stores in your area

  - A list of songs you have heard, like, and may want to use later

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CATEGORIES OF ACTIVITIES

Music Therapy Groupwork with Special Needs Children - Goodman
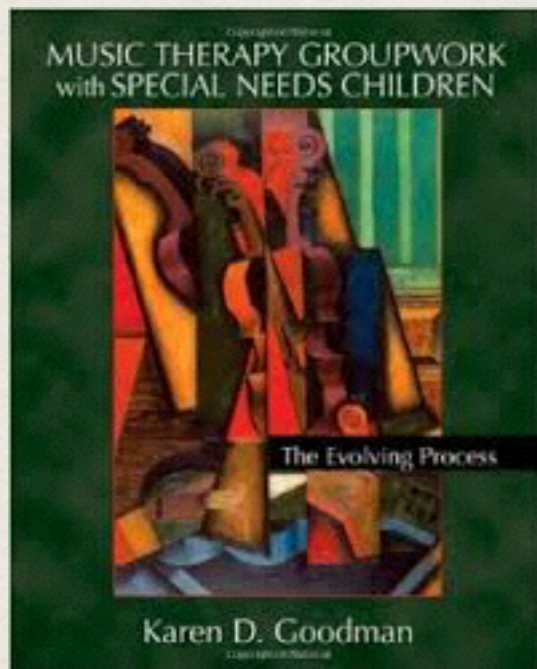
1. Movement

    a. Sensory Stimulation

    b. Relaxation

    c. Movement based on precomposed choreography

    d. Movement, creative/improvisational

2. Instrumental

    a. Sensory stimulation

    b. Instrumental work based on orchestrated arrangements

    c. Instrumental Ensemble, precomposed music

    d. Instrumental Ensemble, creative/ improvisational

    e. Composition

3. Vocal

    a. Sensory stimulation-beginning vocalization

    b. Vocal work

    c. Vocal Ensemble, precomposed music

    d. Vocal Ensemble creative/improvisational

    e. Songwriting

4. Listening

    a. Auditory discrimination activities

    b. Guided music listening

    c. Music Appreciation/education activities

5. Musical Drama

    a. Simple drama, activity songs

    b. Drama, creative/improvisational

    c. Musical playwriting

MUSIC THERAPY GROUPWORK with SPECIAL NEEDS CHILDREN

The Evolving Process

Karen D. Goodman

ACTIVITY IDEAS

- Intros & Closings

- Style/Genre Discussion

- Music History

- Listening/Aesthetics

- Academic

- Rhythmic Exploration

- Pitch Exploration

- Quiet Time/Relaxation

- Song of the Month

- Music Concepts

- Social/Community Concepts

- Movement

- Greetings/Name Games

- Sound Experiments

- Writing Opportunities

- Music Games

- Lyric Analysis

- Old School/New School Remix

- On-Site Field Trips

- Sensory

- Recording (Audio/Video)

- Music Sharing

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DOMAINS

- Cognitive/Academic

- Social

- Emotional

- Gross Motor

- Fine Motor

- Communication

- Daily Life Skills

- Leisure Skills

- Sensory

- Musicality

!EXAMPLES!

- **Cognitive/Academic**
  - Numbers Game
  - Sound Experiments

- **Social**
  - Who, What, Where, When, Why Questions Box
  - Phone Numbers
  - Music Mixers

- **Emotional**
  - Fear, Anger, & Anxiety Unit
  - Family, Friends, & Foes Unit
  - Lyric Analysis

- **Gross Motor**
  - Dance Units based on style we're studying

- **Fine Motor**
  - Rubiks Cube
  - Puzzlers/Tanglers

- **Communication**
  - Intro Raps
  - Life Soundtracks

- **Daily Life Skills**
  - Grocery Store Chant
  - Laundry Sorting Basketball
  - MARTA map reading

- **Leisure Skills**
  - Apps
  - DJ
  - Recordings

- **Sensory**
  - "Dark Room" Experiments
  - Object/Prop/Manipulative Exploration

- **Musicality**
  - Keyboard/Guitar/Drumming Lessons

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Numbers Game Song

- This is a numbers game and I'm gonna play it

- Multiplication, counting my tables

- Up, up, up, up all night long

- Oh up, up, all night long

- **REPEAT**

RESOURCES

- Arnold, J. (1992). *A Curriculum to Empower Young Adolescents.* Paper presented at theAnnual Meeting of the National Middle School Association. San Antonio, TX, November 5-8, 1992. Retrieved September 23, 2014, from http://files.eric.ed.gov/fulltext/ED361913.pdf.

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- http://www.whosampled.com (Thank you to my intern Emily Peace!)

QUESTIONS, COMMENTS, OR CONCERNS?

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