Finding a Harmony and Beat: Music Therapy and Occupational Therapy Collaborate for Student Success.

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Objectives

• Welcome and Introduction
• Overview of Grafton Integrated Health Network
• Music Therapy Overview
• Same Goals Different Perspectives
• Collaboration within our Setting
• Resources
• Application and Future Implications
Welcome

My Mission Statement:

To build a **collaborative** culture in which occupational therapy is an **integrated** part of service delivery throughout the organization through **consultation**, education, team building activities, and development of a sustainable fieldwork program, and intervention model to create an optimal person, environment occupation fit for all clients to live life to its fullest.
Introduction: Collaboration

Benefits of Collaboration

• Generalization of goals
• Communication of goals
• Working together to meet common goals
• Independence
• More eyes = Multiple Perspectives
Barriers to Collaboration

• Lack of Time
• Miscommunication
• Misunderstanding of Scope of Practice
• Past Experiences
• Strict Beliefs
Introduction: Collaboration

Break Down the Barriers

• Learn from the other’s perspective
  • Mutual Understanding and Respect
  • Equality Among Team Members

• Identify Common Purpose
• Voluntary Participation
• Joint Responsibility
• Collective Decision Making

(Hanft & Shepherd, 2008)
Overview:
Grafton Integrated Health Network

**Early Intervention**
- Front Royal

**Applied Behavior Analysis**
- Charles Town, WV
- Richmond
- Strasburg
- Winchester

**Therapeutic Day Schools**
- Berryville
- Richmond
- Winchester

**Short-term Stabilization**
- Berryville

**Psychiatric Residential Treatment**
- Berryville

**Community Based Group Homes**
- Richmond
- Winchester

**Outpatient**
- South Riding
Organization: Winchester- Schools

• RBC- older students
  – Classrooms
    ▪ Vocational
      – 4 transitional classrooms
      – 1 non transitioning crisis class
      – 1 medically fragile class
      – 2 CTE classes
    ▪ Credit Track
      – 2-3 Speech Language Pathologists
    – 1 Direct Services OT
    – Behavior/Psychotherapists
    – BCBAs
    – ABA Specialists

• Elm- younger students
  – Pilot ABA program
  – 4 classrooms
    ▪ 1 -2 Speech
    ▪ 1 OT
    ▪ Behavior/Psychotherapists
    ▪ BCBA
    ▪ ABA Specialists
Overview:
Grafton Integrated Health Network

Organization: Winchester- Residential

• POD Structure
  – Operations Manager
  – Case Manager
  – Therapist
  – Residential Instructors

• 1 Pod- Day Students
• 3 Pods (3 houses each)
• Elm
  – Pilot ABA program
  – 3 Group Homes Near the school
Overview:
Grafton Integrated Health Network

- Winchester Region:

ONE MUSIC THERAPIST
Music Therapy

Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program.
Music Therapy

- An established Health profession
- Enables persons with disabilities to achieve therapeutic goals through music.
- Addresses communicative, behavioral, academic, physical, emotional, cognitive, and social needs.
Music therapists must:

- Complete **four years of schooling** under an American Music therapy Association approved school in order to obtain a **bachelors degree or certificate**.
- Complete a **six-nine month internship** at a national roster or affiliate site.
- Take and pass the **board certification exam** (CBMT).
Music therapists must:

• Board certified music therapists must maintain their credentials by earning at least **100 points every 5 years.**

• These points can be maintained by:
  – Presenting at regional or national conferences
  – Writing and publishing journal articles
  – Taking additional educational classes (Pursuing Masters or PhD degrees)
  – Getting other certifications in the field (NMT, GIM, etc.).
History of Music Therapy

• The earliest known reference of music therapy appeared in 1789
• As a profession began to develop during W.W.I and W.W. II
• In 1950 a professional organization was formed known as National Association for Music Therapy (NAMT)
• In 1998, NAMT became what is now known as the American Music Therapy Association (AMTA)
Why music therapy?

• Music is a pleasurable learning alternative
• Music is multimodal
• Can improve quality of life
• Can reinforce non-musical goals
• Helps with pain management and stress reduction
# Music Education Vs. Music Therapy

## Music Education
- Field of study associated with the **teaching** and **learning** of music.
- **Teach** individuals **how** to sing or play instruments and work to **develop musical skills**.
- Typically **incorporated in schools** from preschool to postsecondary education.
- More focused on the **product**.

## Music Therapy
- **Clinical** use of **music interventions** to accomplish goals within a therapeutic relationship.
- Design **music experiences** for anyone of need who is **motivated** by music.
- Can be added on as a **direct service** under an IEP (Individualized Education Plan).
- More focused on the **process**
Music Therapy Principles

✓ Rhythm is the **organizer** and **energizer**

✓ Music is **communication**

✓ Music is **structured reality**

✓ Music is a **source of gratification**

✓ Music provides **diversion** from inactivity, discomfort, and daily routine
How have we collaborated?

The Middle
Therapeutic Goals Addressed with Interventions

- Gross Motor Skills
- Fine Motor Skills
- Socialization
- Self Expression
- Attending to peers in the group
- Joint attention to the object or peer
- Positive Peer interaction
- Self regulation
- Sensory Exploration
- Activities of Daily Living Skills
Shaking Down the Sugar!

- Stretch Up High
- Bend Down Low
- Stretch Out Wide
- Squeeze Tight
Shaking Down the Sugar!
OT Perspective from the Practice Framework:

- **Body Functions**
  - Mental Functions
    - Attention
    - Self Regulation
  - Neuromuscular Functions
    - Muscle Strength
    - Muscle Power
    - Range of Motion
    - Control of Voluntary Movement
  - Sensory Functions
    - Proprioception
    - Tactile
    - Vestibular
    - Hearing
  - Cardiovascular Functions

- **Motor Skills**
  - Coordination
  - Calibration
  - Paces
  - Flows
  - Endurance

- **Process Skills**
  - Paces
  - Attends
  - Heeds
  - Initiates
  - Continues
  - Sequences
  - Terminates
  - Accommodates
Tall Trees

When I feel wound up and nervous too
And my body doesn’t know what to do
I’ll think of the tall trees the leaves and the wind and soon my body will be calm again
Put your hands up in the air
Like a tall tree, tall tree
Move your fingers down from there
Like the falling leaves, falling leaves
Now try it again
And blow like the wind
Collaboration for Self Regulation

• Mutual Client Received:
  – OT Consultation 2 times per month
    ▪ Primary focus- Sensory Strategies for self regulation and increased participation
  – Individual Music Therapy – once weekly
  – Group Music Therapy- two times weekly

• Spends More time with MT
  – GREAT OPPORTUNITY FOR COLLABORATION

• Incorporated self regulation strategies learned in MT into Schedule and Self Checklist
Stand Firm in Your Self-Control

Stand firm in your self-control
Don’t give in, no no no no no (2x)

Stop and think

Calm down

Think about your choices

Make a good choice

Stand firm in your self-control
Don’t give in, no no no no no (2x)
Parachute

The parachute stretches way up high

The parachute falls down from the sky

The parachute blows through the wind

The parachute stops.... And starts again

The parachute blows through the wind

The parachute stops.... And starts again
Parachute: OT Perspective

- Group OT sessions
- Working in Gym class
- Organized Recess Activity
- What is being addressed?
- How would you use it?
Creating prescriptive original songs to address the individual's targeted OT goal.
Handwriting Warm Up Song

Feet feet flat on the floor
Sitting up in our chairs
Hands come together,
pushing firm and square
1, 2, 3, 4, 5
Open close your fist (x2)
Pull your fingers just like this (x2)
Tap your finger tips (x2)
Don’t forget your pen
CHOMP
Music Therapy Interventions

Come Drum with Me Project
Music Therapy Interventions
Music Therapy Interventions
Resources: Tuned into Learning

http://www.tunedintolearning.com/
Resources:
Collaborating for Student Success

2nd Edition Published in 2016
available from AOTA
Applications and Future Implications

What can WE do?

Do you see this as a model that can be developed in community schools?

How can this model be supported?

Ideas?
Applications and Future Implications

What can YOU do?

Where in your practice do you see an opportunity for collaboration?

What are some of the barriers you are facing?
Wrap up

Feedback

Please take a moment and jot down

– 1 thing you learned today
– 1 thing you would like to know more about
– 1 thing you can apply to your practice
– Any other feedback
References


