

SMT: JD Hogue

Session Date: 02/28/2014

Site:

Session #:

Client:

Comprehensive Materials List: Guitar, shaking instruments.

1. Application #1:

Title: Hello

Client K

Goal: To increase verbalization

Objective: Client will verbalize at least 2 words in one to the SMT by April 25th, 2014.

Rationale: Client currently is not verbal but is capable of speaking. Increasing in verbalization rate will allow him to his parents and teachers what he does and does not want.

Data Collection Method: Count; the number of words Client says to the SMT.

Client A

Goal: To maintain verbalization

Objective: Client will answer at least 95% of the questions the SMT asks in every session

Rationale: Client currently is verbal and is capable of speaking. Maintaining her verbalization rate will allow her parents and teachers to know what she does and does not want.

Data Collection Method: Count; the number of times Client responds to the SMT.

Procedures:

1. The SMT will introduce himself to the group
2. The SMT will instruct the group to listen carefully, because he wants them to sing along in a moment.
3. The SMT will sing the first section of the Hello Song.
4. The SMT will instruct the children to sing along, then repeat the first section of the song.
5. The SMT will choose a member of the group and ask he/she for his/her name.
6. The SMT will ask the group for some good ways to say hello to a friend.
7. The SMT will suggest waving if no group members suggest it.
8. The SMT will prompt the group to wave and say hello to their friend.
9. The SMT will sing the second section of the song, inserting one group member's name in each blank.
10. The SMT will repeat steps 5, 8, and 9 for the entire group.

Music: "Hello", Nordoff-Robbins

(G)C.....G...C.....F.

Hello. Hello. Hello. Hello.

.....C.....G7.....C

Hello. Hello. Hello. (repeat.)

....F.....C.....G.....C...
Hello to _____. Hello to _____.
....F.....C.....G.....C...
Hello to _____. Hello to _____.

Transition: The SMT will encourage the students to stand up and stretch (possibly with some silly modeling) so they will be ready to move.

2. Application #2:

Title: Stand up, Sit down

Client K

Goal: To increase gross motor movement

Objective: Client will stand from his chair at least once a session by April 25th, 2014.

Rationale: Client is currently not leaving his chair during the sessions. By standing from his chair, he will increase his physical movements and can start being more independent.

Data Collection Method: Count; the number of words Client stands during the session

Client A

Goal: To maintain gross motor movement

Objective: Client will complete at least 95% of the physical movement interventions in every session.

Rationale: Client is currently functioning as a typical pre kindergarten student. Maintaining these skills will help ensure that she is physically ready for the kindergarten environment.

Data Collection Method: Count

Procedures:

1. The SMT will tell the group to follow the instructions in the song
2. The SMT will sing the song once at a moderate (120 bpm) tempo.
3. The SMT will ask the group how we could change it to make it more difficult.
4. The SMT will suggest doing it faster if no students suggest it independently.
5. The SMT will sing the song again, this time at a fast tempo.
6. The SMT will ask the group for another way of changing it.
7. The SMT will suggest doing it in slow motion
8. The SMT will sing the song again, this time at a very slow tempo.

Music: “Stand Up, Sit Down” (I know that I know this song from somewhere, but I’m not sure where it is. I haven’t been able to find a source with a google search. It’s possible that my elementary music school teacher wrote it.)

Stand up
Sit down

Stand up
Turn around
Turn back
Sit down
Stand up
Sit down

Transition: JD will remind the clients that they are learning the letter T this week and will tell the children what the T sounds like. He will also ask if they know of any body parts that start with the letter T. Then he will start singing the next song.

3. Application #3: JD

Title: Tapping the T's

Goal: To increase gross motor movement

Objective: Client will stand from his chair at least once a session by April 25th, 2014.

Rationale: Client is currently not leaving his chair during the sessions. By standing from his chair, he will increase his physical movements and can start being more independent.

Data Collection Method: Count; the number of words Client stands during the session

Goal: To maintain gross motor movement

Objective: Client will complete at least 95% of the physical movement interventions in every session.

Rationale: Client is currently functioning as a typical pre kindergarten student. Maintaining these skills will help ensure that she is physically ready for the kindergarten environment.

Data Collection Method: Count

Procedure:

1. The SMT will ask the children to follow the tapping
2. The SMT will sing the song in its entirety first while tapping his toe with his finger.
3. The SMT will then sing the song several more times substituting "toe" for thigh, thumb, teeth, and tongue
4. In between these iterations, the SMT will ask the children to name a body part that starts with T but will start singing one of the mentioned body parts if a body part is not correctly mentioned.

Music: Tap Your Toe, Mrs. Jones Classroom <http://www.mrsjonesroom.com/letter/t.html>

Tap Your Toe

Tune: Row, Row, Row Your Boat

Tap, tap, tap your toe,

Tap your toe for T.

Tap for train and turkey and toy,

Tap, tap, one, two, three.

Transition: The SMT will pass out different shakers while singing The Muffin Man

4. Application #4: JD

Title:

Client A

Goal: To maintain social skills

Objective: Client will complete at least 95% of the social skills interactions in every session until April 25th, 2014.

Rationale: Client currently interacts with her peers. By maintaining her interactions with her peers, she will solidify her social bonding skills and stay on course for kindergarten.

Data Collection Method: Count

Client K.

Goal: To increase social skills

Objective: Client will initiate a social interaction at least once in a session by April 25th, 2014.

Rationale: Client is currently not interacting with his peers. By increasing his interactions with his peers, he will increase his one-on-one interactions and become more stimulated.

Data Collection Method: Count; the number of words Client stands during the session.

Procedure:

1. Once the variety of shakers have been distributed, the SMT will change the words to the Muffin Man to the ones below.
2. Instead of "tap our sticks," the SMT will sing "shake our eggs."
3. The SMT will have the clients shake their shakers while he sings and then shake the shakers a designated number of times of the song.
4. The SMT will sing this song 3 times and will change the number of post-song shakes after each song.
5. Between each song iteration, the SMT will ask the children to switch shakers with another client.

Music: The Tapping Song by Mrs. Jones Classroom

<http://www.mrsjonesroom.com/letter/t.html>

The Tapping Song
Tune: The Muffin Man

Listen while we [shake our eggs],
[shake our eggs], [shake our eggs].
Listen while we [shake our eggs],
We will shake them (number) times.
(Shake and count.)

Transition:

Application #5: Dan

Title: I Love the Mountains

Client A

Goal: To maintain verbalization

Objective: Client will answer at least 95% of the questions the SMT asks in every session

Rationale: Client currently is verbal and is capable of speaking. Maintaining her verbalization rate will allow her parents and teachers to know what she does and does not want.

Data Collection Method: Count; the number of times Client responds to the SMT.

Client K

Goal: To increase verbalization

Objective: Client will verbalize at least 2 words in one to the SMT by April 25th, 2014.

Rationale: Client currently is not verbal but is capable of speaking. Increasing in verbalization rate will allow him to his parents and teachers what he does and does not want.

Data Collection Method: Count; the number of words Client says to the SMT.

Procedures:

1. The SMT will sing the song once.
2. The SMT will ask the group if they could remember the last words (boom dee ah dah)
3. The SMT will instruct them to sing along
4. The SMT will sing the “Boom dee ah dah” portion again
5. The SMT will ask the group to raise their hands and tell him something that they love.
6. The SMT will provide an example (probably ice cream) if students do not have ideas

7. Once 6 examples have been provided, the SMT will sing the song again, inserting the student responses
8. The SMT will prompt the students to sing the “Boom dee ah dah” section if they do not do so independently.

Music: “I Love the Mountains” - Traditional

I love the mountains
I love rolling hills
I love the fountains
I love the daffodils
I love the fireflies
When all the lights are low

Boom dee ah dah
Boom dee ah dah
Boom dee ah dah
Boom dee ah dah
Boom dee ah dah
Boom dee ah dah
Boom dee ah dah
Boom dee ah dah

Transition: “We have time for one more song. Everybody sing with us!”

Closing Application: JD

Title: Goodbye Song

Client K

Goal: To increase verbalization

Objective: Client will verbalize at least 2 words in one to the SMT by April 25th, 2014.

Rationale: Client currently is not verbal but is capable of speaking. Increasing in verbalization rate will allow him to his parents and teachers what he does and does not want.

Data Collection Method: Count; the number of words Client says to the SMT.

Client A

Goal: To maintain verbalization

Objective: Client will answer at least 95% of the questions the SMT asks in every session

Rationale: Client currently is verbal and is capable of speaking. Maintaining her verbalization rate will allow her parents and teachers to know what she does and does not want.

Data Collection Method: Count; the number of times Client responds to the SMT.

Procedure:

1. The therapist will sing the song in its entirety to the client. The therapist will also play the song on guitar.
2. When the song is finished, the therapist will say goodbye to the client and ask him to say goodbye or wave.

Music: Modified Jean Warren's Time to Say Goodbye set to "Up on the Housetop"

D

Now is the time to say goodbye.

G D A

My how fast the time did fly.

D

Our [time] is done, so we must say,

G D A7 D

"Goodbye, goodbye for today".

G D

Ho, Ho, Ho - time to go.

A7 D

He, He, He - wave like me.

D G

Now it is time to say, "Goodbye".

G D A7 D

[Let me hear you say "Goodbye"]

Transition: The therapist will now tell the client that the session is finished