

SMT: JD Hogue

Session Date: 04/10/2014

Site:

Session #:

Client:

Comprehensive Materials List: Guitar, rhythm sticks

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 increase 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 instruct the children to sing along, then sing the first section of the song.
2. The SMT will reinforce students who were participating fully, then tell everybody to sing along one more time
3. The SMT will repeat the song.

Music: "Hello", Nordoff-Robbins

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

Hello. Hello. Hello. Hello.

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

Hello. Hello. Hello. (repeat.)

Transition: The SMT will sing the previous melody with the words "Stand up stands up" etc...

2. Application #2:

Title: I Can Move Around

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 sing the song once while playing guitar
2. The SMT will instruct the students to dance along using just their feet
3. The SMT will demonstrate foot shaking/stomping if necessary
4. The SMT will sing the song again
5. The SMT will repeat steps 2-4, instructing the students to dance using a different body part (hands, head, fingers, whole body, etc...) each time.

Music:

Schwartz, E.K. (2012). I can move around. *You and Me Makes...We!: A Growing Together Songbook*. Melrose, MA: Center for Early Childhood Music Therapy, LLC.

I can move around and make some music
Shaking up and down and making music
I can move around
I love to make that sound
I can move around and make music

Transition: The SMT will sing the verse one more time with "I can sit down and make some music," have the children sit down, and then start singing the next intervention.

3. Application #3: JD

Title: Twinkle Twinkle Little Star

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 increase 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 SMT will sing the song in its original version first.
2. The SMT will ask the children what word rhymes with "star" and will give them options: car, hot, and boat.
3. After telling the children that car rhymes with star, the SMT will sing the song again but will replace "star" with "car."
4. The SMT will then state that cars don't go into the sky and will ask the children to determine which word rhymes with "sky": eye, cat, dog.
5. The SMT will then sing the replacing star and sky.
6. The SMT will repeat this process again changing "world so high" to pizza pie, giving the children a choice of pizza pie, eggs, and shoes.

Music: Twinkle, Twinkle Little Star*

C F C
Twinkle, twinkle little star.

G7 C G C
How I wonder what you are.

C F C G
Up above the world so high,

C F C G
Like a diamond in the sky.

C F C
Twinkle, twinkle little star.

G7 C G C
How I wonder what you are.

Transition: The SMT will start sing the chorus of the next intervention's song and put everyone in a circle. The SMT will also hand each child 2 rhythm sticks.

4. Application #4: JD

Title: Sharing is Caring

Client A

Goal: To increase 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 times Client interacts during the session.

Procedures:

1. Initially, the SMT will sing the chorus twice. The first time, the children will click their sticks to the rhythm of the words. The second time, the children will pass their sticks to a friend.
2. Once the children switch their sticks, they will tap their sticks to the rhythm of the words. Whenever the SMT reaches the Chorus, the children will switch their sticks.
3. This process will repeat until the song is over.

Music: Sharing. Lyrics by Jeffrey Friedberg and Jed Baker © 2009. Music by Jeffrey Friedberg © 2009

Chorus:

Sharing is caring

You've got to give if you want to get

Sharing is caring

Your friends they won't forget

Sharing makes your friends feel at home

Sharing makes your friends feel less alone

Sharing makes people feel really good

Share with someone in your neighborhood

Chorus:

Sharing can be hard with a special toy

Before you share tell everyone, girl and boy

Any rules, any special care

That they should follow with the thing you want to share

Chorus:

Try to share a little bit today

Ask a friend if they want to play

With a toy that you choose

Sharing makes you a winner, oh you can't lose

Chorus: (2x)

Transition: During the last repeat of the chorus, the SMT will collect the rhythm sticks and will ask the children to stand up.

Application #5:

Title: Will You Come?

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 sing the song once while marching and playing guitar.
2. The SMT will choose a student and say "Will you come march with me?"
3. The SMT will sing the song again while marching with the chosen student.
4. The SMT will instruct the student to invite another student to march with us.
5. The SMT will repeat steps 2-4 until all clients are marching (4 times)

Music:

Schwartz, E.K. (2012). *Will you come? You and Me Makes... We!: A Growing Together Songbook*. Melrose, MA: Center for Early Childhood Music Therapy, LLC.

I'll be marching to the music
 Will you come?
 I'll be marching to the music
 Will you come?
 I will go find my friends
 And we will have some fun
 I'll be marching to the music
 Will you come?

Transition: The SMT will sing the previous song with the words "Everybody sit back down and we will sing"

Application #6:

Title: Old MacDonald

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 increase 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 instruct the students to sing along
2. The SMT will sing the song while playing guitar
3. The SMT will ask what other animals might be on the farm
4. The SMT will sing the song again, inserting a student suggestion
5. The SMT will repeat steps 3-4 approximately 8 times.

Music:

Old MacDonald - Traditional

Transition: “We’re all out of time for today! Everybody sing goodbye!”

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 increase 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 SMT will start singing the Goodbye Song.
2. Before the repeat, the SMT will ask the children to sing with him.
3. The SMT will finish the Goodbye Song

Music: “Goodbye”, Nordoff-Robbins

(G)C.....G.....C.....F.
Goodbye, Goodbye, Goodbye, Goodbye
.....C.....G7.....C
Goodbye, Goodbye, Goodbye (repeat.)

....F.....C.....G.....C...
Goodbye to my friends. Goodbye to everyone.
(G)C.....G.....C.....F.
Goodbye, Goodbye, Goodbye, Goodbye
.....C.....G7.....C
Goodbye, Goodbye, Goodbye

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