



École secondaire Joseph-Charbonneau

## Music Therapy



# Music Therapy at l'école secondaire Joseph-Charbonneau

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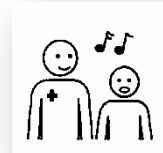
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February 17, 2012

*Children's Right to Music*



# Music Therapy



## Presentation

### 1. École Joseph-Charbonneau:

- Mandate
- Population
- Services

### 2. Music Therapy :

- Implementation
- Program
- Evaluation
- Adapted Music Instruments

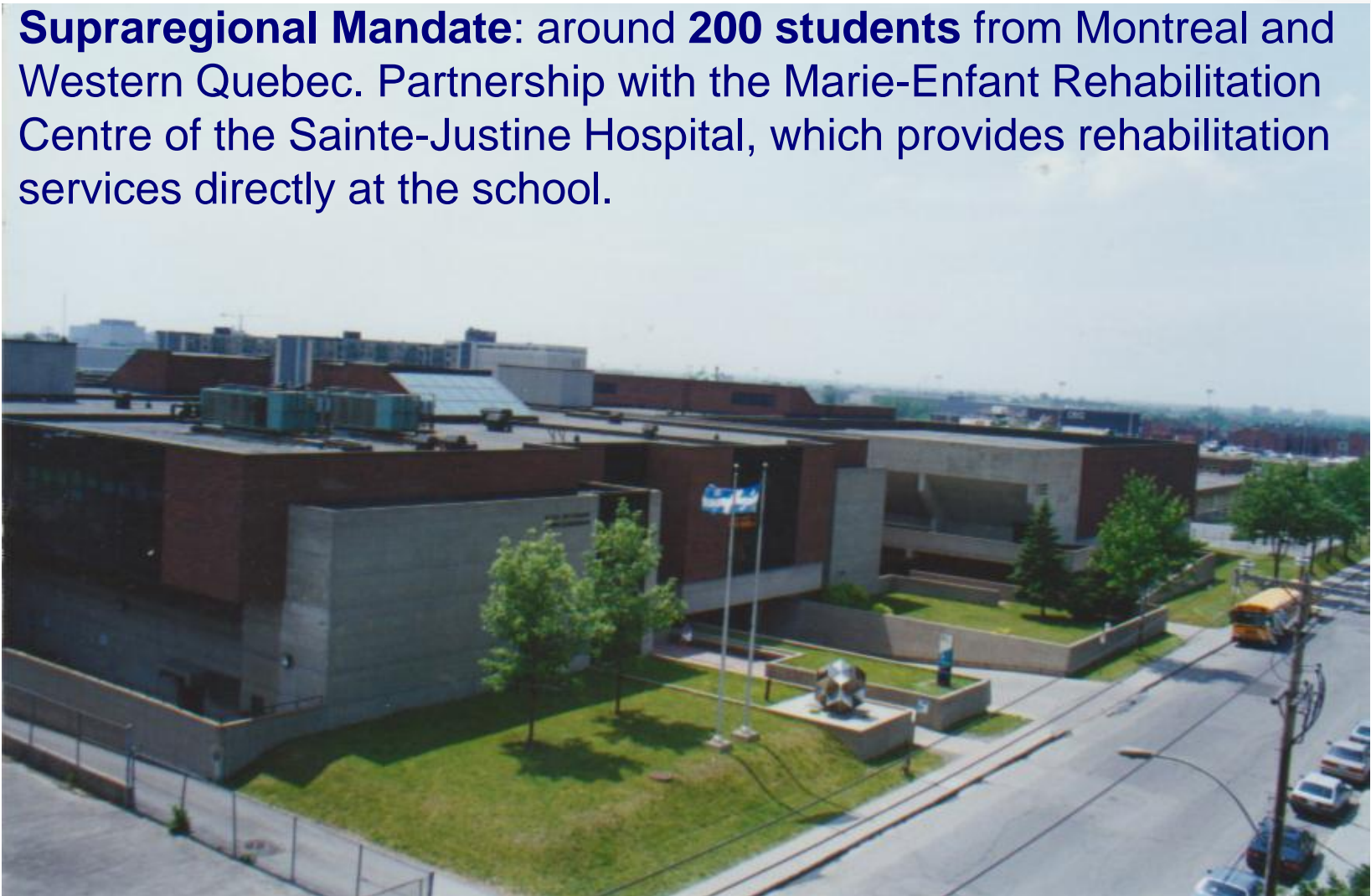


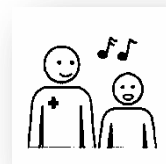
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# Music Therapy



**Supraregional Mandate:** around **200 students** from Montreal and Western Quebec. Partnership with the Marie-Enfant Rehabilitation Centre of the Sainte-Justine Hospital, which provides rehabilitation services directly at the school.





# Music Therapy

## SERVICES AT JOSEPH-CHARBONNEAU HIGH SCHOOL

### ***Academic Sector:***

- Remedial education (French, mathematics, science, etc.)
- Specialists : Music Therapy, Fine Arts and Physical Education.
- Communication laboratory
- Testing laboratory
- Special educators
- Psychology services
- Technical and support personnel

### ***Rehabilitation Sector :***

- Nursing
- Psychology services
- Audiology
- Speech & Language Pathology
- Occupational Therapy
- Physiotherapy
- Inhalation Therapy
- Pediatrics
- Social services
- Dietician
- Technological Adaptation



## **School Population: Students aged 12-21 years old**

- Cerebral motor deficits
- Neuromuscular diseases (dystrophy)
- Traumatic brain injury (TBI)
- Cardio-vascular accident (CVA)
- Brain tumors
- Encephalitis
- Meningitis
- Other syndromes, etc.

### **Associated Conditions:**

**Intellectual deficiency**  
**Sensory deficiency**  
**Epilepsy**  
**Pervasive developmental disorder**  
**Learning deficiency**  
**Sensory information disorder**  
**etc.**



## Music Therapy Services

- **Provided since the opening of the school in 1979**
- **Music Therapist who offered music therapy and adapted musical education**
- **Positive effects of music: creation of two positions in 1986: music therapy and music education.**
- **We now have 3 positions: two music therapists and a music teacher for 205 students**
- **Music teacher: students presenting with motor deficits**
- **Music therapist(s): students presenting with motor deficits associated with intellectual deficiencies (medium or profound)**



## Music Therapy Sessions

- Intellectual Deficiency (Medium): groups between 7 and 8 students
- Intellectual Deficiency (Profound): groups between 5 and 6 students
- There are no individual sessions with the exception of with interns
- One session lasts 90 minutes:
  - 76 youth per week
  - 2 sessions per week for profound intellectual deficiency

### Example of a session:

- Hello song
- **Instrumental and vocal improvisation**
- Songs and other interventions
- Goodbye song.



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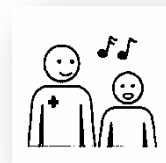


**Ministry of Education, Sports and Leisure (MELS),**

**The government of Quebec has just approved an educational program for students aged 4 to 21 years with profound intellectual disabilities - (2004) - 2011**

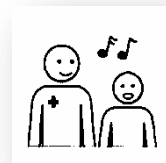






## **MELS PROGRAM – 6 COMPETENCIES:**

- 1. React effectively on the sensorimotor level**
- 2. Adequately express their needs and emotions**
- 3. Interact with their environment**
- 4. Communicate effectively with others**
- 5. Adapt to their environment**
- 6. Engage in activities in their community**



## **ADAPTED 4 COMPETENCIES FOR MUSIC THERAPY PROGRAM** (moderate and profound intellectual disabilities)

1. **React effectively on the sensorimotor level**  
**MUSIC THERAPY: Reacting on the sensory and motor levels in a musical context**
2. **Adequately express their needs and emotions**  
**MUSIC THERAPY: Self expression or creation through musical experiences**
3. **Interact with their environment**
4. **Communicate effectively with others**  
**MUSIC THERAPY: Interacting with others in a musical context**
5. **Adapt to their environment**  
**MUSIC THERAPY: Build an understanding of their auditory environment**
6. **Engage in activities in their community**



# Music Therapy

## MUSIC THERAPY PROGRAM

### *1. Self expression or creation through musical experiences*

This competency is related to the **emotional** development of the student. Through improvisational music and songs, the student is encouraged to **express and communicate** emotions, ideas, feelings, states, etc. The student is also invited to play with sounds and discover their **creative potential**.

### *2. Interaction with others in a musical context*

This competency is related to the **social development** of the student. While being in a group with musical experiences, the student **learns to listen, to compare their tastes and to respect the choices of others**. They develop towards their peers attitudes of respect, of mutual aid, as well as their capacity of membership through rapport with their group.

### *3. Act on a sensor or motor plan through music*

This competency contributes to sensorimotor development. By listening and using different musical instruments, the student learns to **use their sensorial capacities** and to **develop their motor abilities**.

### *4. Construct an understanding of sound environment*

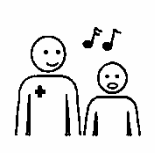
This competency concerns privileging the **cognitive development** of the student. By their actions and interactions with the sound environment, the student develops and manifests their interests, and they acquire knowledge all while familiarizing themselves with a vocabulary specific to music. They enter into contact with the sound world which surrounds them for **discovery, acceptance, understanding, and adaptation**.



## Competency: 1. **Self expression or creation through musical experiences**

### Competency components:

- 1.1 Express themselves by participating in vocal improvisations*
- 1.2 Express themselves by participating in instrumental improvisations*
- 1.3 Express themselves through song*
- 1.4 Imitate various sounds during instrumental improvisations*
- 1.5 Imitate various sounds during vocal improvisations*
- 1.6 Use some elements of musical language in vocal improvisations*
- 1.7 Use some elements of musical language in instrumental improvisations*
- 1.8 Communicate verbally or otherwise (ex, communication board) their impressions and emotions following a musical experience*
- 1.9 Take initiative in musical experiences*
- 1.10 Compose lyrics for a song*



## Components of competency:

### *1.1 Express themselves by participating in vocal improvisations*

#### **Strategies and observable behaviors:**

- Consistently participating in a vocal improvisation with the music therapist.
- Consistently participating in a vocal improvisation with a peer.
- Consistently participating in a vocal improvisation trio or group.
- Answers the musical question of the music therapist in vocal improvisation.
- Seeks a musical dialogue with the music therapist in vocal improvisation.
- Does a solo improvisation during a group vocal exercise.
- Initiating change in vocal improvisation.
- Controls the volume of their voice in vocal improvisation.
- Uses their voice to express a particular emotion.

Etc..



## Evaluation in music therapy

### **Selected areas and items of the evaluation form based on the four competencies of the music therapy program:**

1. Personal information and medical history
2. Motor abilities to manipulate musical instruments
3. Perceptual motor abilities
4. Attention to their own sounds, the sounds of others and environmental sounds
5. Ability to improvise with musical instruments
6. Ability to improvise with voice
7. Ability to sing and compose words
8. Relationship with adults and with peers
9. Preferential attention
10. Knowledge of own auditory environment
11. Attention and concentration
12. Behavior during the session(s)



## Musicothérapie - École secondaire Joseph-Charbonneau

Année scolaire : 2011-2012



Commission  
scolaire  
de Montréal

<b>Nom de l'élève :</b> <b>Prénom de l'élève :</b> <b>Arrivée à l'école le : 2004</b> <b>Âge : 20</b> <b>Groupe : 504</b>	<b>Légende</b>  1 L'élève répond de façon marquée aux exigences fixées pour lui. 2 L'élève répond aux exigences fixées pour lui. 3 L'élève répond partiellement aux exigences fixées pour lui. 4 L'élève ne répond pas aux exigences fixées pour lui.	<b>1<sup>re</sup> Étape</b>  <b>novembre</b>	<b>2<sup>e</sup> Étape</b>  <b>mars</b>	<b>3<sup>e</sup> Étape</b>  <b>juin</b>
<b>Compétence 1 : S'exprimer ou créer par des expériences musicales.</b>				
S'exprimer en participant aux improvisations vocales.				
<b>Compétence 2 : Interagir avec les autres dans un contexte musical.</b>				
Assumer le rôle de meneur lors des improvisations musicales.				
<b>Compétence 3 : Agir au plan sensoriel et moteur dans un contexte musical.</b>				
Exécuter les mouvements fondamentaux par la manipulation des instruments de musique conventionnels et adaptés.				
<b>Compétence 4 : Construire sa compréhension de son environnement sonore.</b>				
Démontrer son intérêt pour les instruments de musique.				

**Commentaires :**

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## **Elaboration of a treatment plan in the form of a report card Moderate intellectual disability**

### **Comments (justification) :**

This is my first year in music therapy with Daniel. He loves music and prefers to play instruments rather than sing. When playing instruments, his playing is weak and timid. This year, Daniel will learn to lead an improvisation (conductor) and to play musical instruments with more volume, to develop confidence and be more assertive within the group.

### **Competency 1:**

Self expression or individual creation through musical experiences

#### **Component of competence:**

- Self expression by participating in instrumental improvisations

### **Competency 2:**

Interact with others in a musical context

#### **Component of competence:**

- To assume the role of leader in musical improvisations





## **Elaboration of a treatment plan in the form of a report card Moderate intellectual disability**

### **Comments (justification):**

**Samuel has made good progress in music therapy: he is able to learn the lyrics of a song and occasionally to concentrate and sing until the end of the song. Samuel still has difficulty listening to the improvisations of his peers. This year, Samuel will learn to follow the leader of improvisations in order to be more attentive and actively participate in music therapy sessions.**

### **Competency 2:**

**Interact with others in a musical context**

### **Component of competence:**

**- Follow the leader of an improvisation**



## **Elaboration of a treatment plan in the form of a report card Profound intellectual disability**

### **Comments (justification):**

Jason is always in a good mood when he arrives in music therapy. He chats a lot and since last year, he began to produce melodies of 3 to 4 notes with his voice. Jason often says the same words

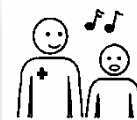
but is able to learn new ones. I will continue vocal work with Jason so he can learn a variety of sounds, enabling him to develop his expressive and communication capacities.

### **Competency 1:**

Self expression or individual creation through musical experiences

### **Component of competence:**

- Self expression by participating in vocal improvisations
- To imitate various sounds during vocal improvisations



## **Elaboration of a treatment plan in the form of a report card Profound intellectual disability**

### **Comment (justification):**

This is my first year in music therapy with Émilie. She is able to follow the course of the session and listens attentively to my interventions with her peers. Émilie is interested musical instruments but she still does not know how to use them effectively. This year, Émilie will learn to manipulate musical instruments in order to develop her motor capacities, while discovering her own sound environment.

### **Competency 3:**

Act on sensory and motor levels in a musical context

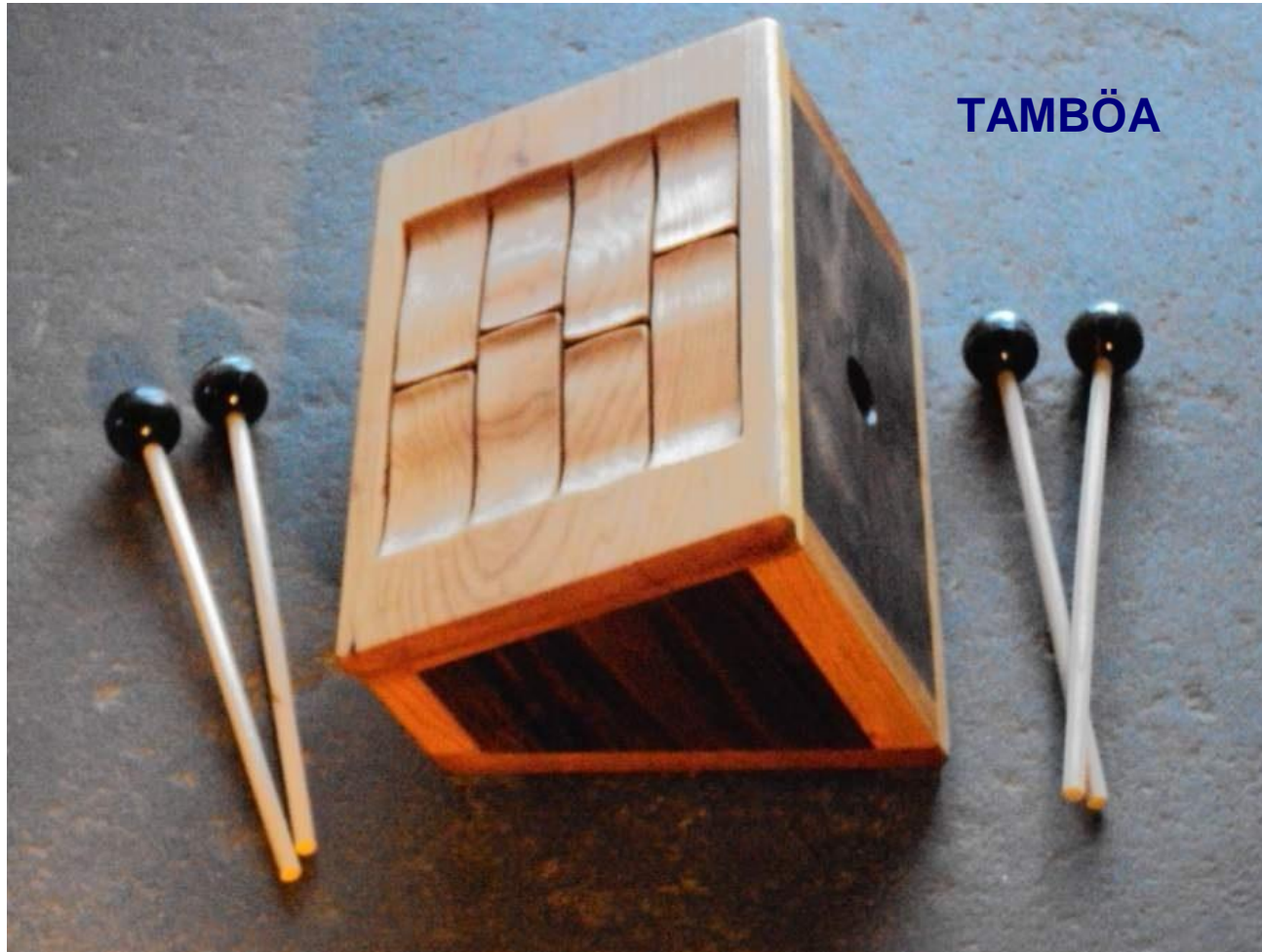
### **Component of competence:**

- Execute fundamental movements through manipulation of conventional and adapted musical instruments.



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**TAMBÖA**



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## MARIMBA







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**TIMBALE**





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## BOÎTE RYTHMIQUE



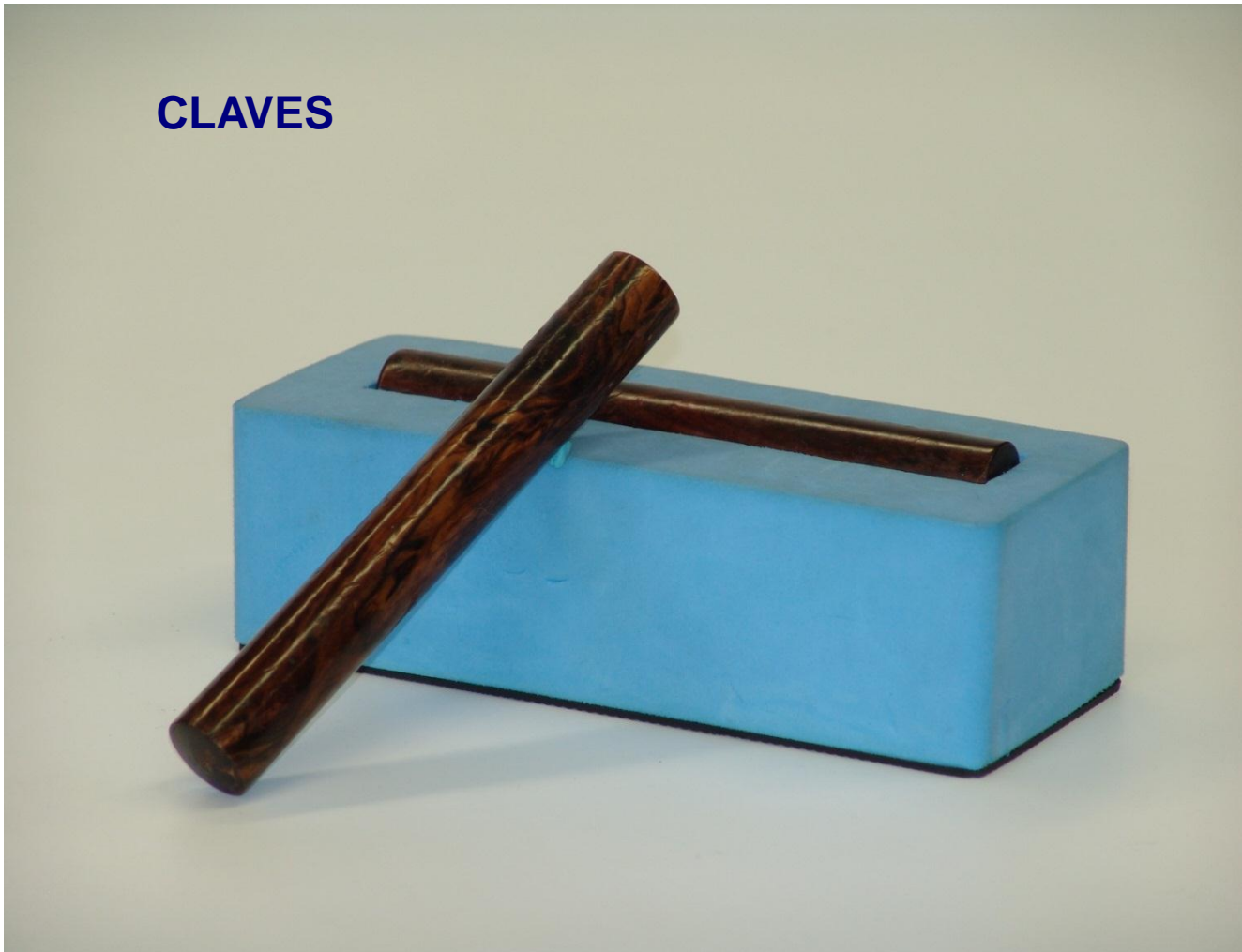


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Music Therapy



## CLAVES







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Music Therapy



**CARILLON *Shanti***



École secondaire Joseph-Charbonneau

Music Therapy



## Carillon *Treeworks*







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