

# March Music Madness!!

Same Song, Different Artist!  
Song of the Month!

Incorporating choice making and Orientation and Mobility into Music Therapy sessions while exposing students to different genres of music through a variety of props, textures and sensory experiences.

# Introduction

Mollie Caravello

MT-BC

Board Certified Music Therapist

South Shore Educational Collaborative

Laisee Schipper

COMS, PTA

South Shore Educational Collaborative

# Who we are

Mollie has worked at the collaborative for 28 years. She started as a self-employed music therapist working in a variety of settings. She is very fortunate to work with a number of professionals during her music therapy sessions. While incorporating choice making in her sessions, she felt as though she was doing a disservice to those with visual impairments. Mollie always attempts to include all students via pictures, smells, textures, Braille, and switches. When Laisee recently became an O&M, we began discussing the need for integrating choice making for all our students. We reached out to our vision specialist and speech therapists for input. Through trial and error, they feel as though they have created a neat and useful system for incorporating and carrying over choice making and making it inclusive for all.

Laisee has worked for the Collaborative for 23 years. She was a paraprofessional in a classroom for her first two years and then a position opened up for a Physical Therapist Assistant. She worked mostly with the older students and worked on a variety of positioning goals as well as life skills goals. During her years at the collaborative she went back to school at UMASS Boston and earned my Masters degree in Orientation and Mobility. She has worked with Mollie throughout her time at the collaborative and would often push into her music classes. We began talking about how students with vision impairments did not have a good reliable way to make choices in her class.



# Early

## Attempts

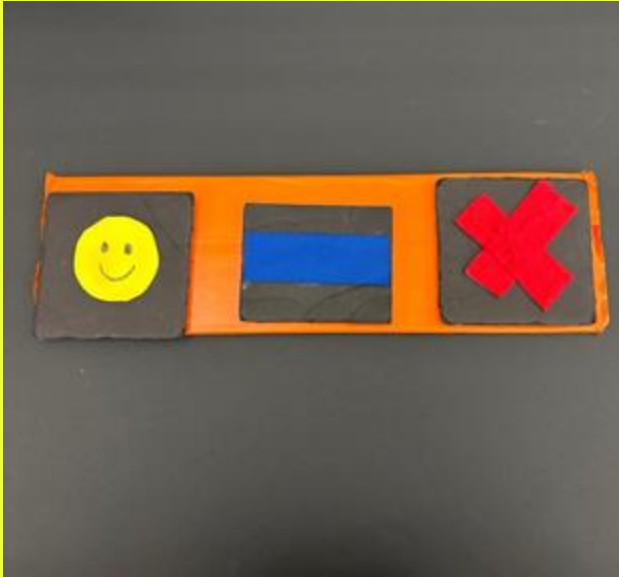
Our early attempts were to have a picture symbol of yes, no and meh. Mollie would play a song and by judging the response the student had to the song we would assign how we thought they felt about the song. This never felt quite right because we never knew for sure how they felt about a song and didn't want to make choices for them.

# Back Story

For years we have tried to find a system that would be consistent for our students to make choices that aren't in their devices or for students who due to vision impairments or cognitive impairments aren't able to use a high tech device. We wanted to find a system that would grow with the students and would be a consistent way for all students to have a voice in the moment.

A variety of attempts have been made through the years....

# Pictures of the process





## The why's of our choices

Discussion and sharing of colors and tactile pictures.

Discussion regarding why we chose the tactile for top and bottom left and right. Discussion of how we began teaching positional concepts as well as clock face placement.



orange



blue



pink



red



brown



black



yellow

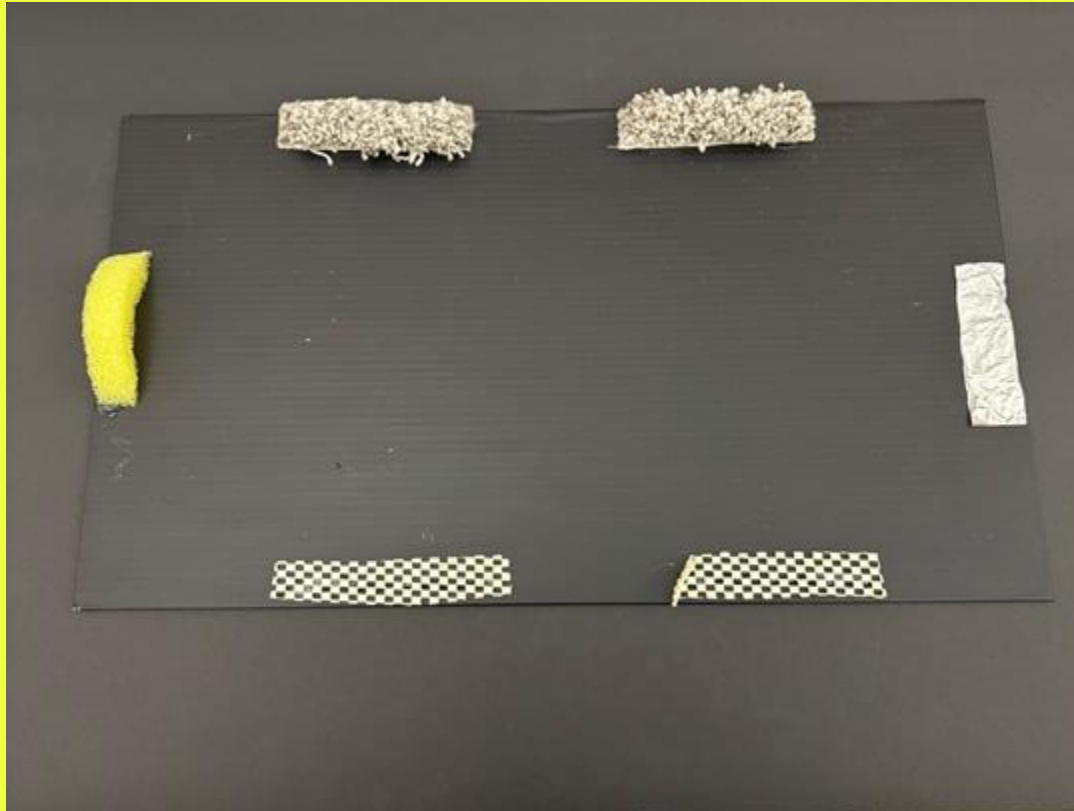


green

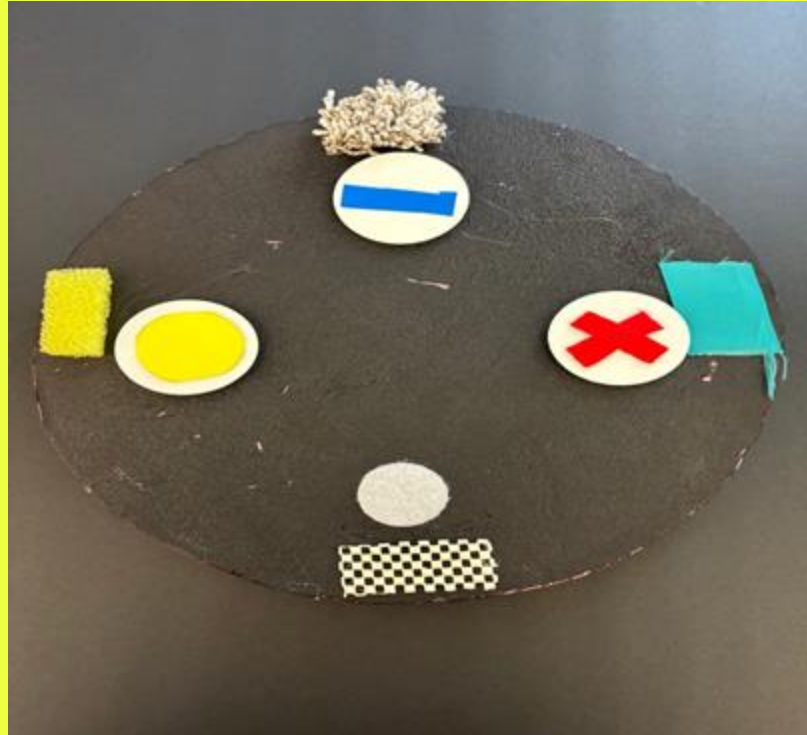


purple

# First Board prototype



This is what we will use for choice making of a song.  
Whether they like it, not sure, or don't like it.











# March Music Madness



MARCH MUSIC  
MADNESS



# Newest system that will be used with 3 - 22 year olds

After discussing and brainstorming with the Music therapist, Teacher of the visually impaired, Orientation and Mobility Specialist, Occupational therapists and Speech Therapists, we have found an easy way to make and reproduce as well as consistent system for all students to use.













# Song lyrics for teaching positional concepts

## Direction and texture song

Up, up, up, up way up high  
That's soft and 12 o'clock

Down, down, down, down way down low  
Down, down, down, down we go  
Down, down, down, toward the ground  
That's bum  
Up, up, up, up way up high  
Up, up, up, up toward the sky  
py and it's 6 o'clock

3 o'clock on the right is smooth  
3 o'clock on the right is smooth  
3 o'clock on the right is smooth  
That's smooth and it's 3 o'clock

9 o'clock on the left side is rough  
9 o'clock on the left side is rough  
9 o'clock on the left side is rough  
That's rough and it's 9 o'clock



Questions?      Comments

Thank you!