

Therapeutic Music Experience
Obwisana
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Purpose: To improve impulse control through entrainment; to increase awareness of external stimuli; fine motor control; upper extremity gross motor control; social interaction; drumming skills; multi-cultural music; verbal communication skill development

Source: Hackett, P. (1983). *The melody book*. Prentice-Hall, Inc.: New Jersey, p. 172. Original title in book: Rock-Passing Song. Source: African Play Song (Ghana). Game suggestion in book; all other adaptations, extensions and TME development © 2012 by Mary Jane Landaker, MME, MT-BC

Materials: Drum; small items for group members to pass – 2 per group member; OPTIONAL: guitar; additional drums; lyric sheets or cards with words and macrobeat indications; specific items of a different color to eliminate group members as part of the game (if running extension 1)

Environment: Group members need to sit close enough to be able to lean towards peer to pass items easily. Beat keeper sits outside the circle to facilitate musical pattern without interrupting passing pattern.

Song/Chant/Words:

Hackett, P. (1983). *The melody book*. Prentice-Hall, Inc.: New Jersey, p. 172.

Here is a portion of the song with a further adaptation by the Richwoods Choir Members (2011): <http://www.youtube.com/watch?v=kRcLchcP30c>

Procedure: R = Reinforcement opportunities; C = Redirection/Cue opportunities; A = Assessment

1. Start steady beat on the drum
2. C= sing song, keeping steady beat on the drum for the duration of the song.
3. A= assess which group members are starting to display entrainment behaviors.
4. R= reinforce all entrainment behaviors (e.g., singing with the beat, moving to the beat, patting legs, nodding head, rocking, and others) nonverbally through eye contact and facial expressions
5. R= redirect any group members who appear unable to entrain using gestural cues while continuing to sing and play the drum
6. While continuing to sing song, give drum to group member who can keep steady beat
7. R= reinforce entrainment behavior by beat keeper and by other group members
8. C= pass out small items (shaker eggs, pebbles, rhythm sticks) to all group members
9. A= assess which group members play with the established beat
10. R= reinforce entrainment behaviors

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11. R= provide those who are not displaying entrainment behaviors with additional cues including proximity prompts, exaggerated movements, verbal prompts within the song, and visual aids that promote the beat and the words
12. C= demonstrate how to pass the eggs on the macrobeat. Change the tempo to accommodate differences in group coordination and entrainment
13. Continue to sing the song as group members pass the eggs around the circle
14. Continue the process of singing and passing until group members mess up the pattern or start to show s/s of boredom

Therapeutic Function of Music:

Music serves as the vehicle for coordinating motor patterns. The repetitive nature of the song provides opportunity for entraining to the external beat and is easily adjusted to allow for client needs. The lyrics are simple requiring only 4 consonant sounds and 3 vowel sounds to participate.

Melody	Pitch	Rhythm	Dynamics	Harmony
Within 6 note range Repetitive Small steps between notes	Best between chest and middle voice	Duple rhythm and phrasing	Variable	Variable – not necessary to have harmony in order to complete TME

Form	Tempo	Timbre	Style	Lyrics
Strophic – two phrases following same rhythmic pattern	Variable and easily adjusted to accommodate group needs	Variable	African chant	Repetitive and requires 7 different letter sounds

Chart adapted from Hanson-Abromeit, D. (2010). *A Closer Look at the Therapeutic Function of Music*. Presentation at 2010 American Music Therapy Association National Conference: Cleveland, OH.

Adaptations:

- Use song as foundation for group drumming experience. Allow group members to access large drums and play together but do not focus on passing anything.

Extensions:

- Use small items such as pebbles or shaker eggs to pass. Have one or two pairs of items that are easily identified as “different” to eliminate group members. If they have the identified items, they are out of the large group. To continue the skill development of group members who are “out” of the first group, ask them to become either beat keepers or start a new passing circle. This allows for all group members to continue to engage in the desired skill development process and encourages continued entrainment to the external stimulus.