

Session Plan #: Week of

Outline

	Song Selection	Type of Intervention	Key/ Chords	Time	Assessment Domains/Skills or Goals/Objectives
1	Rhyming Rap	Vocalizing/rhythm patterns	N/A	15 min.	<u>Monday:</u> Domain/Goal: Executive Function Skill/Objective: Maintains focused attention/is able to self-regulate entrainment <u>Friday:</u> Domain/Goal: Academic Skill/Objective: Correctly identifies words that rhyme
2	“Stressed Out” Twenty One Pilots	Lyric analysis/songwriting	F, Dm, Am, Em, G, C, E	40 min.	Domain/Goal: Self-concept/Growth mindset Skill/Objective: Accurately identifies and understands the difference between a growth and fixed mindset

Therapeutic Function of Music:

For intervention #1—Rhythms will prompt academic responses and promote attention.

For intervention #2—Pre-recorded music and lyric analysis will aid students in identifying aspects of fixed mindset, and lyric re-composition will encourage integrating new ideas that promote growth mindset.

Intervention #1

Type of music interventions: Vocalizing/Rhythm Patterns

Domain/Goal: Monday—Executive Functions; Friday—Academics

Skill/Objective:

Monday—During the music therapy session, students will maintain focused attention for at least 3 minutes OR be able to self-regulate entrainment within 3 minutes or less.

Friday—When prompted by the leading MTS, students will correctly identify words that rhyme on at least 3 separate occasions during the session.

Evaluation/Response Definition:

Monday—Students should be counted as maintaining focused attention/self-regulating entrainment if they actively participate in the activity (contributing ideas or relevant information/respond to MTS when prompted), and/or refrain from talking about outside topics while the intervention is occurring.

Friday—Students should be counted as correctly identifying rhymes if they are able to respond with words that adequately meet that requirement and remain on topic with all responses given throughout the session (i.e. identifying “time” as a rhyming word for “rhyme”).

Materials/Instruments/Props: in the case that a seating chart is decided upon, have papers with the kids written on them ready to place on the chairs, djembe (Friday group)

Environment: Chairs will be set up in a half circle around one MTS. A seating chart may be provided for the Monday group.

Step-by-step method of presentation:

1. Before arriving to the session, MTSs will make sure everything is set up for smooth transitioning, instruments are plugged in and in tune, and voices are warmed up.

- Before beginning the session and inviting the rest of the group into the music room, MTSs will invite client A/B into the room to refresh the riffs taught in the previous sessions. (In the case that a seating chart is being used, they will also ensure that the students names are on their respective chairs).
- MTSs will then ask client A/B to sit down while MT goes to invite the rest of the students into the music room. As students enter MTS will start a “pat pat clap” rhythm that will be echoed by the MT and co-leading MTS. Students will be encouraged to clap along (“Alright everybody as you’re coming in feel free to find a seat wherever you’d like [if a seating chart is involved, adjust instructions to “find the seat with your name on it”] and I’d like you to start clapping along with me when you feel comfortable with the rhythm”). For the Friday group, E will be asked to keep a steady rhythm on a djembe for the group to rap to (Alright E, keep the beat for us!”).
- Once all of the students have started mimicking the pattern modeled by the MTS (“Alright everybody, we’re not going to start until everybody is clapping along with me”), the MT will rap the adapted lyrics to “The Opposite Rap” (see lyrics at the end of the session plan) and make her way to the other MTS to model how the intervention works (“Alright, Ms. Amanda I’m coming to you first are you ready? I say ball, you say?” One MTS will respond with “Tall!” and MTS will give verbal praise “Perfect! You got it!” or vice versa).
- The leading MTS will check for understanding before continuing with the intervention (“Does that make sense? Do you think you all can do it?”).
- The MTS will then go from student to student prompting them to respond with a word that rhymes with the word she chooses.
- After the MTS has given each individual a chance to respond at least once, she will ask if any of the students would like a chance to lead one of those activities (“Wow you are all really good at your rhyming words! Does anyone think they can give us some good words to rhyme with?”).
- After a few students have led the group, begin transitioning to the next intervention.

Variations/Adaptations:

Br will provide rhythmic support instead of providing rhymes. He will also be asked to help MTSs choose who responds next in the intervention.

Intervention 1 – Maintaining Focused Attention

A “Y” in any category is required for the client to count as maintaining focused attention.

Monday Group	A	B	C	D
Maintains focused attention for at least 3 minutes (Y/N)				
Self-regulates entrainment within 3 minutes or less (Y/N)				

Intervention 1 – Language Arts/Vocabulary

At least 3 tally marks are required for the client to count as correctly identifying words that rhyme.

Friday Group	E	F
Correctly response with words that rhyme	N/A	
Chooses classmates to respond to MTS prompts*		N/A

*Client E has an individual goal of improving social skills. His objective is to interact with classmates at least 3 times during the music therapy session.

Rhyming Rap

This is the rhyming rap

You say what rhymes when I snap

I say cat, you say _____ (ex: mat, hat, bat, etc.)

(Repeat with rhyming words)

Transition: For the Monday group, this will look like “Alright, so we’re going to be talking about our big projects later, in order to get those done, we will need to keep a LOT of focus. Can anybody show me what focused looks like?” Ask what the other students notice about whoever chose to model the behavior “J, what do you notice about Q that makes him seem focused?” MTs will focus on positive behaviors, not on NOT doing negative behaviors. For both groups, move on to the next intervention—“Does everyone remember when we talked about growth mindset?”

Intervention #2

Music title(s): “Stressed Out” Twenty One Pilots

Type of music interventions: Lyric Analysis/Songwriting

Domain/Goal: Self-Concept (Growth Mindset)

Skill/Objective: During the music therapy session, the clients will accurately identify and demonstrate an understanding of the difference between growth and fixed mindset, AND contribute lyrical ideas to the conversation.

Evaluation/Response Definition: Students should be considered accurately identifying and understanding the difference between a growth and fixed mindset if they contribute to the conversation by 1) picking out specific lines from the song that demonstrate one of the two mindsets OR 2) finding words on the (growth vs. fixed mindset) board that correlate with words in the song and pointing them out to the class OR 3) contributing new lyrics to a song that express a growth mindset rather than a fixed mindset.

Materials/Instruments/Props: various (small) percussion instruments (e.g. shakers, hand drums, etc.), chairs, cellular device with playlist, speaker, extra thick sharpies, large print lyric sheet, guitar, keyboard, growth mindset board, electric guitar, amp, “Stressed Out” recording

Environment: chairs will be set up in a half circle around the MTs. The large print lyric sheet will be placed next to the MTs, facing the students for easy visibility. Speaker will be off to the side and out of the way so students are able to easily come up to the board

Step-by-step method of presentation:

1. MTs will review growth mindset (“Does everybody remember talking about growth mindset last week?”). They will ask students to explain or give examples (“Is anyone able to explain or give examples of what that is?”).
2. MTs will play a recording of “Stressed Out” by Twenty One Pilots, instructing the clients to follow along with the lyric sheet while they listen (“Let’s listen to this song first before we talk about it. Here are the lyrics.”).
3. After the section of the song that is shared ends, MTs facilitate a discussion of fixed mindset in relation to the song. Clients will be asked to identify which lyrics in the song are representative of fixed mindset by referring to the growth mindset board and/or underlining the lyrics in sharpie on the lyric sheet (“Is this song growth or fixed mindset? Why?”).
4. After discussing the lyrics, MTs will facilitate a discussion about how to change the lyrics in “Stressed Out” to reflect growth mindset.

5. Students will work together to rewrite the lyrics (MTSs will assist with lyric changes if necessary, but will let the students lead the discussion).
6. Once the students are satisfied with their work, MTSs will pass out percussion instruments (“Now we’re going to play and sing our new song together. B is going to help us on the electric guitar/AI will play along on the keyboard.”).
7. MTSs will remind the Friday group that they saw on B’s survey that he enjoys the electric guitar and the Monday group that AI enjoyed the piano, so that is why they are assisting with music today, but everyone will get a chance for one-on-one activities soon if they would like.
8. After performing with the class, congratulate students on their work and compliment their creativity (“That was a great song you wrote together! You put in such great ideas about growth mindset.”).

Intervention 2 – Growth and Fixed Mindset

At least one tally in any area to be counted as identifying and understanding the difference between growth and fixed mindset.

	A	B	C	D	E	F
Identifies at least one line in a song that correctly demonstrates either growth or fixed mindset						
Identifies a word or phrase on the Growth vs. Fixed Mindset board that correlates with the song being analyzed						
Contributes new lyrics to a song that demonstrates fixed mindset, making the lyrics reflect growth mindset						

Stressed Out

Twenty One Pilots

F **Dm**
I wish I found some better sounds no one's ever heard
Am
I wish I had a better voice and sang some better words
F **Dm**
I wish I found some chords in an order that is new
Am
I wish I didn't have to rhyme every time I sang
F **Dm**
I was told when I get older all my fears would shrink
Am
But now I'm insecure, and I care what people think

[Pre-Chorus]
F **Dm** **Am**
My name's Blurryface, and I care what you think
F **Dm** **Am**
My name's Blurryface, and I care what you think

[Chorus]
F **Em** **Am** **Em**
Wish we could turn back time to the good old days
Am **G** **C** **E**
When our mommas sang us to sleep, but now we're stressed out
Am **G** **C** **E**
Wish we could turn back time to the good old days
Am **G** **C** **E** N.C. **F** **Dm**
When our mommas sang us to sleep, but now we're stressed out

Pre-Written Adapted Lyrics (will be taking students input on these sections, too):

Pre-Chorus:

I am growing, and I know I'll improve (x2)

Chorus:

It may take some time, each and every day

To improve my skills, but I know I am on the right track (x2)