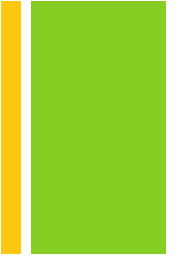




# Music Therapy in Schools

Melissa Reinhardt, MEd, MT-BC

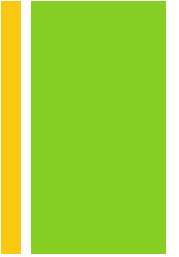
# + Learner Objectives



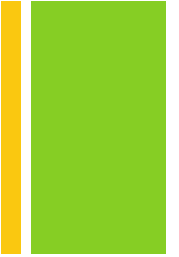
- Recognize differences between music therapy and music education
- List 3 ways music therapy can be used to address the needs of today's students
- Identify 3 service options for music therapy in public schools

# + Definition

- Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program. (AMTA, 2018)



# + Music Education vs. Music Therapy



Music education addresses musical goals, such as:

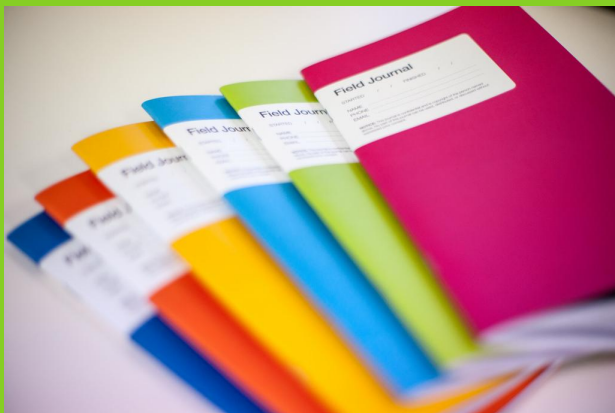
- Singing
- Instruments
- Musical knowledge
- Theory
- History

Music therapy addresses non-musical goals within a musical setting.

- Communication
- Academic/Cognitive
- Motor Skills
- Social Skills
- Emotional Skills



## Research



- Music therapy is an evidenced-based practice
- Research is published in a variety of peer-reviewed journals including medical journals, special education journals, and military veterans journals
- MT Specific publications: *Journal of Music Therapy* and *Music Therapy Perspectives*
- Everyday research



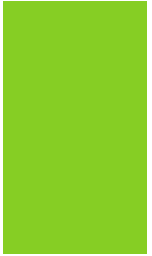
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Experiential #1

Music Therapy and Special  
Education



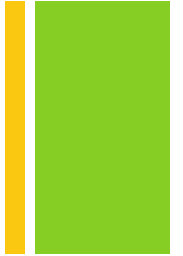
# Research: Special Education



- Ropp, C. et al (2006) Special education administrators perceived efficacy of music therapy with specific populations: 82.9% for students with autism spectrum disorders
- Twyford, K. & Rickson, D. (2013) “It seems that music therapy, and possibly music therapy consultation, can play an important role in education, bringing new insights and new ways of working for team members.”



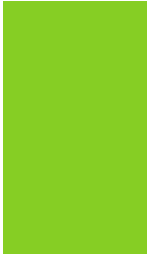
# Research: Special Education



- de Mers, C. L. et al. (2009) The results suggest that music therapy that is targeted to decrease negative behaviors while increasing more positive replacement behaviors was at least moderately effective for two students in this study. Therapeutic gains maintained 3 weeks after conclusion of intervention support the efficacy of targeted music therapy in the maintenance of behavioral and social skills.
- Colwell (1995) Through these assessments and the music therapist's knowledge of adaptations and characteristics common to certain disabilities, this musical achievement can become a reality for all students.



# + Music Therapy and IDEA



- Referenced as a related service under the Individuals with Disabilities Education Act (IDEA)
- IDEA Part B: “Artistic and Cultural Services that are therapeutic in nature...”
- May include other developmental, corrective, or support services (such as artistic and cultural programs, art, music, and dance therapy).



+

Experiential #2

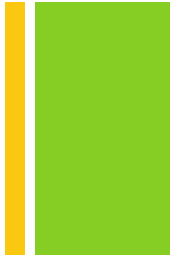
Music Therapy and Guidance

## Student Mental Health

What are the TOP 3 concerns regarding student mental health?



# + What does the research say?



- “Musical behaviors activate nearly every region of the brain that so far been mapped” (Leviton, 2013)
- “Music therapy provides a unique avenue of endless possibilities of assessing skills, developing skills and for processing emotional experiences” (Behrens, 1988)
- “...the subjective issues of relationship, identity, self-esteem, empowerment and overcoming stigma are an integral part of the outcomes of (music therapy) treatment” (Jackson, 2015)
- “These youth in general were quite pleased with their experiences of music therapy; they reported the positive influence of music therapy on their mood and anxiety levels, and on their social interactions with others” (Preyde, et al, 2017)

# + Music Therapy can....

Provide a safe, positive environment which promotes peer interactions through common ground.

Introduce creative arts based ideas which focus on existing concepts.

Create opportunities to develop self-awareness, self-confidence and positive self-image.





## What might music therapy in public schools look like?



- Services for small groups of students targeting specific academics or behavioral issues.
- Individual services for identified students
- Special Education classrooms
- Guidance classrooms
- Consultation on using music in conjunction with guidance classes
- Consultation with music educators on working with students with special needs
- After-school music groups

# + Checking In



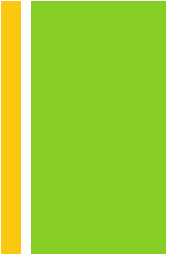
# + Referrals



- Inform parents about options for services:
  - Certification Board for Music Therapists: [www.cbmt.org](http://www.cbmt.org)
  - Music Therapy Association of South Carolina:  
<http://mtasconline.org>
  - American Music Therapy Association:  
[www.musictherapy.org](http://www.musictherapy.org)
  - Encourage clinical consultations
  - Approved Provider List for Fort Mill School District



# + Music Therapy Treatment Processes



Referral

Assessment

Treatment Planning

Documentation

Treatment Evaluation

Termination

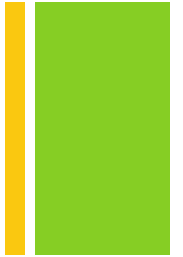


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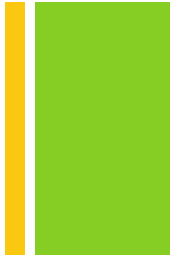
Questions

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