



Music Therapy Procedures Manual 2020-2021

Brief History:

In 1990, Fulton County Schools created its music therapy program with a single music therapist. Fulton County now has 16 music therapists working with approximately 1800 students in 59 schools. In 1998, the county became an approved American Music Therapy Association (AMTA) National Roster internship site.

Definition of Music Therapy:

Music Therapy is defined as 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.

Funding:

The Music Therapy Department is funded by and functions within the Performing Arts Department.

Credentials:

A credentialed music therapist is defined as one who has completed an American Music Therapy Association approved internship and passed the board certification test administered by the Certification Board for Music Therapists (CBMT). In addition, the Georgia Secretary of State requires all board-certified music therapists to hold a professional license in music therapy to practice in the state.

Music Therapists in Fulton County Schools:

Amber Weldon-Stephens, EdS, LPMT, MT-BC, Department Chair
Joe Bailey, MM, LPMT, MT-BC
Jessica Brodley-Lopez, LPMT, MT-BC
Kirby Carruth, MMT, LPMT, MT-BC
Tasia Carter, LPMT, MT-BC
Rachel Coon-Arnott, MMT, LPMT, MT-BC
Natalie Generally, MMEd, LPMT, MT-BC
Stephanie Guest, LPMT, MT-BC
Brianna Henderson, LPMT, MT-BC
Roy Joyner, MM, LPMT, MT-BC
Marsha Lane, MMT, MEd, LPMT, MT-BC
Harry Lester, MMT, LPMT, MT-BC
Kevin Middlebrooks, LPMT, MT-BC
Brittany Taylor-Stewart, LPMT, MT-BC
Carlee Woodring, LPMT, MT-BC
Nicole Wright, LPMT, MT-BC

Job Responsibilities:

1. Work in conjunction with classroom teachers and related professionals to address the goals and objectives stated in the Individual Education Plan (IEP) of each student.
2. Participate in generation of IEP goals and objectives as requested.
3. Review the IEP of each student as part of the assessment process.
4. Design music and music-based interventions to target student needs.
5. Facilitate group or individual music therapy sessions based on these interventions.
6. Evaluate effectiveness of music therapy interventions after each session, adjusting interventions to better address IEP goals and objectives.
7. Discuss session results with other members of the interdisciplinary team and/or with parents or guardians as requested.
8. Select and maintain instrument and equipment inventory.
9. Lead students' participation in performance modes (holiday programs, Exceptional Children's Week, etc.) if/when determined appropriate in cooperation with each school.
10. Supervise music therapy interns at applicable clinical training sites.
11. Regularly take part in professional learning activities and continuing education to maintain current credentials and gain additional skills in facilitating music therapy services with diverse populations.
12. Act as a system-wide consultant in matters of eligibility and adaptive interventions for students (see consulting process below).
13. Serve as a music therapy advocate within the educational community by presenting lectures and workshops to parents, teachers, and students in general education programs.
14. Report to his or her home school's administration for evaluation and other responsibilities as outlined in their contract.
15. Fulton County music therapists are highly mobile and itinerant, typically serving 5-9 schools a week. Therefore, duties may only be requested by an individual therapist's home school on the day that he or she is working there.

Schedule of Services:

During the first week of classes, music therapists will be engaged in IEP review, treatment planning, classroom observations, and scheduling. Sessions will begin the second full week of classes, and continue until the last day of school. Duration of sessions ranges from 30 to 45 minutes depending upon age, population, and setting.

Populations Served by Music Therapy:

- 1) Mild/Moderate/Severe/Profound Intellectual Disabilities
- 2) Autism Spectrum Disorders
- 3) Hearing Impairments
- 4) Orthopedic Impairments
- 6) Kindergarten Special Education
- 7) Preschool Special Education
- 8) Inclusion Preschool
- 8) Severe Emotional/Behavioral Disorders (GNETS)
- 9) Secondary students participating in the Community Based Instruction (CBI) program

Fulton County Schools where Students Receive Music Therapy:

Zone 1 (8 schools)

Asa Hilliard ES
College Park ES
Feldwood ES
Heritage ES
Love Nolan ES
McNair MS
Woodland MS
Banneker HS

Zone 2 (9 schools)

Conley Hills ES
Hapeville ES
Holmes ES
Palmetto ES
Parkland ES
S.L. Lewis ES
Paul West MS
Creekside HS
Tri Cities HS

Zone 3 (12 schools)

Campbell ES
Clifondale ES
Gullatt ES
Liberty Point ES
Renaissance ES
Stonewall Tell ES
Wolf Creek ES
Camp Creek MS
Sandtown MS
Renaissance MS
Langston Hughes HS
Westland HS

Zone 4 (9 schools)

Dunwoody Springs ES
Heards Ferry ES
Ison Springs ES
Lake Forest ES
Spalding Drive ES
Woodland ES
Sandy Springs MS
Riverwood HS
North Springs HS

Zone 5 (14 schools)

Esther Jackson ES
Hembree Springs ES
Hillside ES
Mimosa ES
Mountain Park ES
Northwood ES
Roswell North ES
Sweet Apple ES
Vickery Mill ES
Elkins Point MS
Haynes Bridge MS
Holcomb Bridge MS
Centennial HS
Roswell HS

Zone 6 (9 schools)

Abbotts Hill ES
Barnwell ES
Findley Oaks ES
Medlock Bridge ES
Ocee ES
Taylor Road MS
Chattahoochee HS
Johns Creek HS
Northview HS

Zone 7 (11 schools)

Alpharetta ES
Birmingham Falls ES
Cogburn Woods ES
Lake Windward ES
New Prospect ES
Summit Hill ES
Hopewell MS
Northwestern MS
Alpharetta HS
Cambridge HS
Milton HS

Statement of Services for Adaptive Art and Music Therapy
Fulton County Schools
 2020-2021

The Adaptive Art and Music Therapy programs in Fulton County are a programmatic service for the self-contained classes at the elementary and secondary levels. The service times are based on a standardization of services on the general education model.

IEP statement for adaptive services:

Students placed in selected programs will receive adaptive art and music therapy services in place of the general art and music education models in the Fulton County School System, unless otherwise specified by the IEP team for the purpose of meeting the needs of the student with regards to participation in general education classes.

Population	Time Served		
	Elementary	Middle	High
PSE (Preschool Special Education)	30 minutes once a week	NA	NA
PSE INC (Preschool Special Education Inclusion)	30 minutes once a week		
KSE (Kindergarten Special Education)	45 minutes once a week	NA	NA
Autism 1 / 2 (Autism Self Contained)	30 minutes twice a week	NA	NA
Autism 2 (Autism Self Contained)	45 minutes once a week	At least 45 minutes once a week	NA
Autism 3 (Autism Support)	Consult Basis	Consult Basis	NA
DHH (Deaf/Hard of Hearing)	45 minutes once a week	NA	NA
MID (Mild Intellectual Disability)	45 minutes once a week	At least 45 minutes once a week	At least 45 minutes once a week
MID/MOD (Mild/Moderate Intellectual Disability)	45 minutes once a week	At least 45 minutes once a week	At least 45 minutes once a week
MOID/SV/PF (Moderate/Severe/Profound Intellectual Disability)	30 minutes twice a week	At least 45 minutes once a week	At least 45 minutes once a week
OI (Orthopedic Impairment)	45 minutes once a week	At least 45 minutes once a week	At least 45 minutes once a week
GNET AU (GNETS Autism)	30 minutes twice a week	At least 45 minutes once a week	At least 45 minutes once a week
GNETS EBD (GNETS Emotional Behavior Disorder)	45 minutes once a week	At least 45 minutes once a week	At least 45 minutes once a week

Consulting Process:

Within zones, schools not currently served by a music therapist may request consulting services regarding issues with students in their Special Education classes. A representative from the school may contact Amber Weldon-Stephens, who will assign a music therapist to be in contact.

Population Goals and Objectives:

Mild/Moderate Intellectual Disabilities:

In music therapy sessions the student will:

Communication

- 1) Improve clarity of verbalization
- 2) Improve communication skills
- 3) Increase repertoire of conversational gestures and facial expressions

Academic

- 1) Improve math skills
- 2) Improve reading skills
- 3) Improve functional skills in health and safety
- 4) Improve daily living skills

Motor

- 1) Improve gross motor skills
- 2) Improve fine motor skills

Emotion

- 1) Increase appropriate expression of feelings
- 2) Increase frustration tolerance
- 3) Develop relaxation skills through music

Social

- 1) Increase appropriate socialization
- 2) Increase opportunities for community engagement
- 3) Increase repertoire of leisure skills

Behavior

- 1) Improve sense of personal space
- 2) Increase problem solving strategies
- 3) Improve impulse control

Musicality

1. Address all areas of music education as appropriate

Severe/Profound Intellectual Disabilities:

In music therapy sessions the student will:

Communication

- 1) Improve eye contact

- 2) Develop and maintain focus of attention
- 3) Increase development to communicate through gesture
- 4) Increase ability to utilize augmentative communication devices
- 5) Improve auditory perception

Academic

- 1) Develop ability to choose between several items
- 2) Increase ability to match items
- 3) Increase ability to sort items
- 4) Improve ability to attend
- 5) Increase ability to follow simple one-step directions

Motor

- 1) Increase ability to hold and grasp an object
- 2) Increase ability to manipulate objects
- 3) Improve ability to operate a pressure switch
- 4) Increase ability to tolerate hand-over-hand assistance
- 5) Perform fine/gross motor movements with hand over hand assistance
- 6) Improve reaching/touching objects

Emotion

- 1) Increase ability to relax and reduce frustration
- 2) Reduce maladaptive behaviors

Social

- 1) Increase ability to recognize voices and faces
- 2) Develop an increased awareness of self
- 3) Increase ability to wait and take turns with peers
- 4) Improve ability to respond to own name
- 5) Improve ability to identify body parts
- 6) Increase independence and self-direction
- 7) Increase interaction with peers

Behavior

- 1) Improve relaxation skills
- 2) Reduce frustration
- 3) Improve ability to remain in group setting

Musicality

1. Address all areas of music education as appropriate

Autism Spectrum Disorders:

In music therapy sessions the student will:

Communication

- 1) Increase verbal communication
- 2) Increase non-verbal communication
- 3) Decrease echolalia
- 4) Increase receptive language
- 5) Decrease verbal repetitiveness

Academic

- 1) Increase on task behavior
- 2) Increase color, number, and letter recognition
- 3) Increase left to right progression
- 4) Increase pre-reading skills
- 5) Increase word recognition

Motor

- 1) Increase fine and gross motor coordination
- 2) Increase body awareness
- 3) Decrease hypersensitivity
- 4) Decrease stiffness in gait
- 5) Decrease vestibular difficulties

Emotion

- 1) Decrease anxiety
- 2) Express emotions verbally

Social

- 1) Increase social skills
- 2) Increase ability to change

Behavior

- 1) Decrease self-destructive behaviors
- 2) Decrease ritualistic behaviors
- 3) Increase problem solving strategies
- 4) Improve impulse control

Musicality

1. Address all areas of music education as appropriate

Hearing Impairments:

In music therapy sessions the student will:

Goals

- 1) Increase use of residual hearing
- 2) Improve speech comprehension
- 3) Improve speech production
- 4) Increase language development
- 5) Improve ability to use sign language
- 6) Improve auditory training
- 7) Improve social interaction

Kindergarten and Preschool Special Education/Inclusion Preschool:

In music therapy sessions the student will:

Communication

- 1) Increase vocal volume
- 2) Articulate starting consonants

- 3) Increase listening skills
- 4) Verbally make a choice
- 5) Acknowledge preference or offer a request
- 6) Consistently imitate sounds

Academic

- 1) Recognize basic colors
- 2) Recognize basic shapes
- 3) Count numbers by rote
- 4) Identify parts of the body
- 5) Identify/recognize common objects

Motor

- 1) Increase hand/eye coordination
- 2) Utilize one or both hands repetitively (simultaneously and alternating)
- 3) Identify left and right side
- 4) Demonstrate the ability to gallop
- 5) Demonstrate the ability to skip

Emotion

- 1) Express emotions verbally

Social

- 1) Join peers in group activities
- 2) Increase assertiveness
- 3) Demonstrate ability to take turns

Behavior

- 1) Improve impulse control
- 2) Increase problem solving
- 3) Improve relaxation skills

Musicality

1. Address all areas of music education as appropriate

Severe Emotional/Behavioral Disorders:

In music therapy sessions the student will:

Communication

- 1) Improve language skills
- 2) Improve expressive and receptive language
- 3) Improve pragmatic skills

Academic

- 1) Increase math and reading skills
- 2) Increase reading comprehension
- 3) Increase problem solving skills
- 4) Increase articulation and semantic skills

Motor

- 1) Increase fine and gross motor skills
- 2) Decrease aggressive behavior
- 3) Increase on task behavior

Emotion

- 1) Increase anger management skills
- 2) Increase self-esteem

Social

- 1) Develop therapeutic relationships
- 2) Develop positive peer relationships
- 3) Increase play and leisure skills

Behavior

- 1) Increase problem solving skills
- 2) Increase appropriate exchange during conflict
- 3) Improve behavior management skills
- 4) Improve ability to control disordered or unusual behavior

Musicality

1. Address all areas of music education as appropriate

The Relationship between Music Therapy and Music Education in Fulton County Schools:

The Music Therapy department, while considered an area within the Performing Arts Department, has a unique purpose and identity which operates synergistically with that of music education. In keeping with the definition of music therapy as being “...**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**”¹, music therapists in Fulton County Schools primarily utilize goals and objectives from each student’s Individualized Education Plan (IEP) to structure each music therapy session. As a result, academic, communication, and daily living skills are addressed as delineated in IEP domains. Given that music therapists in Fulton County Schools are licensed and board certified in music therapy, they also utilize age- and developmentally appropriate guidelines from the Georgia Performance Standards for music education when planning sessions.

Guidelines for Assistants/Teachers within the Music Therapy Setting:

Generally, it is crucial that at least one assistant or teacher per class sit in with the students, within the circle if at all possible. Students who need 1:1 attention due to cognitive level or behavioral issues will also require 1:1 attention within the music therapy group. **Your presence and support make a difference!**

1. Model desired behaviors by participating in the singing, dancing, playing instruments, etc. as the students are expected to do.
2. Sit or move about the room as the activity directs, in order to assist all students.
3. Actively and enthusiastically participate in all activities.

¹ Excerpt adapted from “Guidelines for Paraprofessionals in the Music Classroom” from Hughes, Rice, DeBedout, Hightower, in Wilson, ed., *Models of Music Therapy Intervention in School Settings*.

4. Allow students enough time to perform expected task or behavior before assisting. First give them the freedom to try.
5. Redirect inappropriate behavior.
6. Correct students "up close and personal."
7. Assist the music therapist with discipline, while not usurping the music therapist's authority.
8. Communicate with the music therapist about any unusual problems before the session begins.
9. Ask questions in order to clarify instructions or procedures.
10. Give suggestions on how materials or parts may be adapted for individual students.
11. Sign everything in the class for students with hearing impairments, if applicable.
12. Physically help students experience an activity by assisting them when needed.
13. Teach prompting/assisting skills to peers. Model the interaction, then allow classmates interact within personal timeframes.

Music Therapy Websites and Resources:

American Music Therapy Association (AMTA)

<http://www.musictherapy.org>

Southeastern Region of the American Music Therapy Association (SER-AMTA)

<http://www.ser-amta.org>

Music Therapy Association of Georgia (MTAG)

<http://www.georgiamusictherapy.org>

The Certification Board for Music Therapists (CBMT)

<http://www.cbmt.org>

Music Therapy World

<http://www.musictherapyworld.org>

Voices: A World Forum for Music Therapy

<http://www.voices.no>

Prelude Music Therapy

<http://www.preludemusictherapy.com>