





## Brief Overview of Adolescence

- ❖ We've all been there – Positive and Negative
- ❖ **ad·o·les·cence**
  - ◆ noun 1. the transitional period between [puberty](#) and adulthood in human development, extending mainly over the teen years and terminating legally when the age of majority is reached; youth.
  - ◆ 2. the process or state of growing to maturity.
  - ◆ 3. a period or stage of development, as of a society, preceding maturity.

<http://dictionary.reference.com/browse/adolescence>



## Thoughts on Adolescence

### Puberty as Beginning

- ❖ Changes in sexual features of the organism
- ❖ Societal expectations – Birth of the TWEENS

### End of Plasticity as Completion


- ❖ Believed to be complete at age 26 – adolescence lasts longer than previously expected



**Types of Music Therapy Teens**


Aah, those kids that we see day after day...

- ❖ Superstar
- ❖ Ghost
- ❖ Bully
- ❖ Mirror
- ❖ Me, Me, ME!
- ❖ Too Cool




## Superstar

<u>Characteristics</u>	<u>Therapist's Response</u>
<ul style="list-style-type: none"> <li>❖ “Failure is not an option.”</li> <li>❖ The kid who is perfect in all that they do</li> <li>❖ Perfectionist</li> </ul>	<ul style="list-style-type: none"> <li>❖ Explanations that music is a learned skill – mistakes are expected</li> <li>❖ Model appropriate response to mistakes</li> <li>❖ State when TMEs are going to challenge client</li> </ul>




## Ghost

Characteristics	Therapist's Response
<ul style="list-style-type: none"> <li>❖ “Don’t even look at me!”</li> <li>❖ Withdrawn</li> <li>❖ Refuses all opportunities to try anything unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>❖ Always offer choices to engage interest</li> <li>❖ Pay attention to any signs of interest or preferences</li> <li>❖ Planned ignoring</li> <li>❖ Ensuring inclusion</li> </ul>




## Bully

Characteristics	Therapist's Response
<ul style="list-style-type: none"> <li>❖ “The Intimidator”</li> <li>❖ Often angry when confronted with new experiences – states, “This is for babies.”</li> <li>❖ Not afraid to be aggressive in attempt to escape from uncomfortable situations</li> </ul>	<ul style="list-style-type: none"> <li>❖ Shark-eyes</li> <li>❖ Firm expectations for behaviors</li> <li>❖ Pay attention to preferred activities and use as leverage – motivation for appropriate behavior</li> <li>❖ Never vary in expectations</li> </ul>




## Mirror

Characteristics	Therapist's Response
<ul style="list-style-type: none"> <li>❖ “Tell me what to do, and I will do it.”</li> <li>❖ Keen observation skills</li> <li>❖ Smooth mimic and knows all the right answers to therapy questions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Make client make decisions – use any and all tools available to assist</li> <li>❖ Limit verbal interaction</li> <li>❖ Offer improvisation opportunities with open-ended topics or thoughts</li> </ul>




## Me, Me, ME!

Characteristics	Therapist's Response
<ul style="list-style-type: none"> <li>❖ “It’s all about me. If it isn’t about me, I’ll make it about me!”</li> <li>❖ If attention is diverted to another person, manipulates the situation to shift focus back</li> <li>❖ Other people exist only to serve the chosen one</li> </ul>	<ul style="list-style-type: none"> <li>❖ Take turns being the center of attention</li> <li>❖ MANY reminders that every member of a group/ session is important</li> <li>❖ Refuse to cater to whims</li> <li>❖ All decisions are result of democratic process</li> </ul>



## Too Cool

Characteristics	Therapist's Response
<ul style="list-style-type: none"> <li>❖ “I am WAY too cool to do THAT!”</li> <li>❖ Refuses everything – kind of like bully</li> <li>❖ Is more passive than a bully in the session – waves things away or makes comments excusing him/herself from participating</li> </ul>	<ul style="list-style-type: none"> <li>❖ Limited reaction to statements</li> <li>❖ Leave materials near teen</li> <li>❖ Observe closely for any and all signs of interest or preferences</li> <li>❖ Use those interests and preferences in later TMEs</li> </ul>



## Tips to Remember

- ❖ Therapy is not something that any adolescence wants to do – It makes them different from peers
- ❖ Bodies and minds are undergoing fast changes – skills are sometimes lost when the body grows quickly
- ❖ Age vs. Interests – that question of age appropriate experiences for teens
- ❖ Different approaches for each type of teen
- ❖ EVERYTHING has to be perceived as kid's choice!




## Session Ideas

- ❖ Try to avoid things that emphasize differences and awkwardness – dancing?? Maybe not!  
Boomwhackers?? Possibly, but probably not in the first session
- ❖ Try games, rapping (especially scripted at the beginning of the therapeutic relationship), drumming, music theory, music lessons, making videos, compositions...
- ❖ Always include an escape for clients.
- ❖ Honor their choices




## Session Planning

- ❖ **DON'T!**
- ❖ Let clients lead you into their own interests and expectations.
- ❖ Offer choices within therapy parameters – For example, if a therapeutic goal is to increase expression of emotion, offer opportunities for making a video, composing a song, or engaging in drum TME focused on emotion



## Expectations

- ❖ You do not have to participate if you do not want to... BUT...
- ◆ You will use manners when refusing
- ◆ You will sit quietly while others are engaged
- ◆ You may join at any time if you want
- ◆ You may make suggestions for ways to change the TME to the therapist – she may or may not say, “Yes.”
- ◆ Opinions are valid even if they are not the same as the therapist’s!!!



## Questions? Comments? Stories?

Thank you for attending!! Look for an email from [contactus@musictherapyworks.com](mailto:contactus@musictherapyworks.com) with details about accessing the recording and PowerPoint presentation!

Feel free to contact me at [contactus@musictherapyworks.com](mailto:contactus@musictherapyworks.com)