

February 24, 2013  
 www.musictherapyworks.com  
**Transforming Familiar Games into Music Therapy Experiences**

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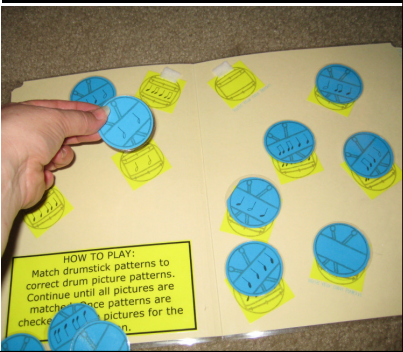
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**Overview**

Introductions  
 Anymeeting  
 Games  
 Comments and Discussion  
 Conclusions



**HOW TO PLAY:**  
 Match drumstick patterns to correct drum picture patterns. Continue until all pictures are matched. Once patterns are matched, place pictures for the checker.

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**Why Games?**  
 Or, how I lure reluctant clients into music therapy interaction...

First – games are fun  
 Second – games are a part of every culture known to us  
 Third – games are easily adaptable to match different levels of attention to task, functioning level, and group members' individual needs  
 Fourth – when someone is playing a game, they are often not aware of the work that they are doing – learning, impulse control, social interactions, building relationships, memory skills (short and long-term), and many more goal areas...

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## Basic Rules of Thumb

- Any game can incorporate music
- May need to decrease competition and transform it into cooperation – Therapist versus Clients
- Have fun. Clients will have fun as well.
- Don't worry about the level of active music-making. Sometimes you need quiet games.
- Every game you can do small, you can do large.

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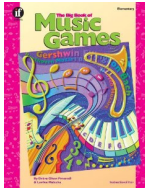
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## Good Resources to Start You Off

THE BIG BOOK OF MUSIC GAMES  
– DEBRA PRESSNELL AND  
LORILEE MALECHA



Good book for music visuals – instruments, composer pictures, simple board games

### GAME IDEAS

- [http://en.wikipedia.org/wiki/List\\_of\\_board\\_games](http://en.wikipedia.org/wiki/List_of_board_games) - list of board games, with links to rules
- [http://en.wikipedia.org/wiki/Children%27s\\_games](http://en.wikipedia.org/wiki/Children%27s_games) – list of children's games, also with links to rules

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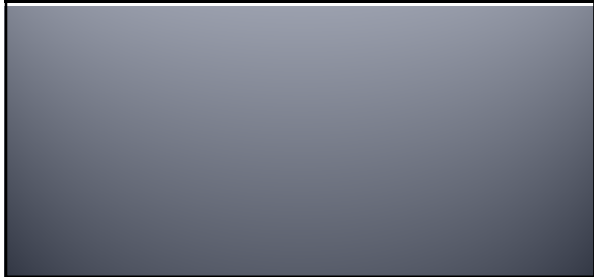
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## Music-Themed Games

No active music in the game environment




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## Board Games

### CANDYLAND GAMES

- Use music symbols, notes, instruments, composers, etc. Clients match picture on card to next place on game board
- Game movement determined by card draw
  - GOALS: social interaction, impulse control, symbol matching, music knowledge

### CARD-ONLY GAMES

- Use music symbols, instruments, composers cards
- Memory/Concentration – flip over two cards, searching for matches
- Go Fish card game – ask for matching cards
- Old Maid card game

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## Other Music Themed Games

- Jeopardy – ask questions about music topics
- Pictionary – draw musical instruments, symbols, or song titles
- Hangman – spell out instruments, symbols, song titles, composers' names
- Charades – act out how to play instruments, song titles, composers' names, etc.
- Others??

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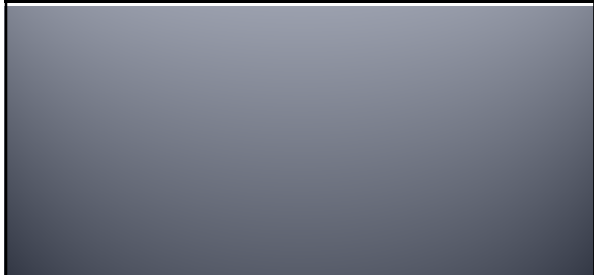
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## Passive Music Games

Clients do not actively make music, but music is in the environment



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## Recorded Music

- Name That Tune
- Name That Tune BINGO – Holiday music, Genre theme
  - GOALS: Expressive language, memory/ reminiscence, audio discrimination, reading (BINGO), social interaction, impulse control
- Start/Stop Games – Freeze Dancing, Play and Stop




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## Live Music – Therapist Plays

- Name That Tune – therapist plays the music, clients listen – can be themed or general
  - GOALS: audio discrimination, social interaction, long-term memory, reminiscence, impulse control
- Rhythm BINGO – therapist plays numbers on two different instruments – clients skip count with one instrument, and count by ones on the other
  - GOALS: counting, short-term memory, impulse control, audio discrimination, number recognition
- I Spy – compose a song to incorporate game rules
  - GOALS: figure-ground discrimination, social interaction, impulse control, leadership opportunities, object recognition, reality orientation

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## More Ideas

- Hot Potato – group members toss or pass an item (instrument or other) around the group while music plays. When the music stops, the person with the object is either out or completes a task (more cooperative option). Game continues when music starts again.
  - GOALS: audio discrimination, impulse control, social interaction and awareness, gross/fine motor development,
  - ADAPTATIONS: Question/ Answer Ball – use two balls – one person asks a question, the other person answers the question; use live music or recorded music.

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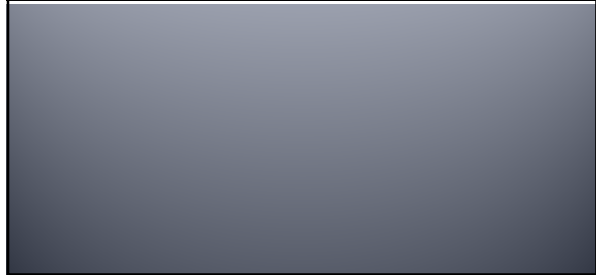
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## Active Music Games

Clients make music as part of the game



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### Adding Music To Familiar Games

May need to compose songs to incorporate music into these games.

- Music Mother May!? – nonverbal communication. Asker plays a number on an instrument. Mother plays a predetermined response for Yes or No. For example, Asker: |||| (indicating four steps) Mother: || (indicating No). Asker asks again. Mother responds. When Asker gets an affirmative answer, he/she moves appropriate number of steps
  - GOALS: receptive and expressive language, impulse control, social interaction, executive function (deciding what signifies each communication element), counting

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## More Ideas

- UNO card game – Clients play game as established by game rules, but have to play the numbers indicated on cards before next person plays. If first client does not play in time, must take extra card
  - GOALS: symbol recognition, impulse control, social interaction, gross/fine motor development
- Singing Games – Wiggalo, Little Sally Walker, Step Back Sally, Obwisana, Down By the Banks, Jump rope chants, One Potato, Eeny-meeny
- Large Group Games – London Bridge, Ring Around the Rosy, In and Out the Window

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### More Ideas

- Hot and Cold – One client leaves the area or covers eyes while another client hides a small object in the session area. First client reenters the area and others offer auditory cues about location of seeker in relation to object – quiet when far away, loud when close
  - GOALS: Graded instrument volume, attention to task, short-term to long-term memory transfer, receptive and expressive language, impulse control, social interaction, gross/fine motor development
- ADAPTATION: Use several objects and instruments. Searchers have to listen for their assigned instrument to get cues for their target's location. Addresses auditory discrimination and divided attention.

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### More Ideas

- Doggie, Doggie – One person sits with back to group, hiding eyes. Another group member is chosen by leader using nonverbal cues. Second group member quietly moves to behind first person and retrieves an item (jingle bells, egg shaker, other). Once second group member returns to place in circle, group members chant, "Doggie, doggie, where's your bone. Somebody stole it from your home. Guess who?" First group member has to guess who stole the item.
  - GOALS: audio discrimination, attention to task, figure-ground discrimination, graded movements, impulse control, social interaction, directed listening

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### More Ideas

- Sneaker – Similar to Doggie, Doggie, but involves moving quietly to touch person with back to the group. One person sitting with back to group, holding instrument. Leader silently chooses another group member to "sneak" up on first member. If first group member hears the second one moving, first member plays instrument. Continue to choose "sneakers" until someone is able to sneak up and touch the first person on the shoulder without being detected.
  - GOALS: graded movements, gross/fine motor development, impulse control, audio discrimination, sustained attention to task, social awareness

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## More Ideas



- Red Light, Green Light – Use two different instruments to indicate “go” and “stop.” Leader plays specific sound to indicate what he wants other group members to do. Game ends when someone moves next to game leader
  - GOALS: audio discrimination, gross/fine motor development, impulse control, social awareness, receptive and expressive language

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## References

Lots of resources are available on the internet.

- [http://en.wikipedia.org/wiki/Singing\\_game](http://en.wikipedia.org/wiki/Singing_game)
- <http://www.kmea.org/conference/handouts/SingingGames.pdf>
- [http://en.wikipedia.org/wiki/Children%27s\\_games](http://en.wikipedia.org/wiki/Children%27s_games)
- [http://en.wikipedia.org/wiki/List\\_of\\_board\\_games](http://en.wikipedia.org/wiki/List_of_board_games)
- Pressnall, D. O., & Malecha, L. (1999). *The Big Book of Music Games, Grades K-5*. Instructional Fair.
- Harbin, E. O. (1940). *The Fun Encyclopedia*. New York: Abingdon-Cokesbury Press.

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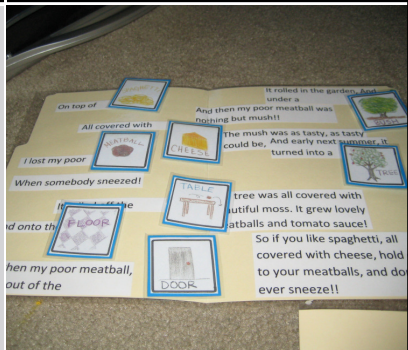
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## Comments??

Thanks for attending! Look for an email from [contactus@www.musictherapyworks.com](mailto:contactus@www.musictherapyworks.com) by next Saturday with information on how to access the booklet for this webinar.




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