

2. Body Awareness:

Potential Goals: improve hand-eye coordination, sensorimotor awareness, bilateral coordination, self-awareness

Adaptations: use various body parts, increase frequency of new body parts, insert more frequent "freeze" sections

Instrument/Prop Suggestions: Velcro bells on wrists OR none

I Can Feel the Beat

C G
I can feel the beat on my toes, I can feel the beat on my toes
C F G C
I can feel the beat on my toes, I can feel the beat today
C G
I can feel the beat on my knees, I can feel the beat on my knees
C F G C
I can feel the beat on my knees, I can feel the beat today

F C F C F C G G7
I feel the beat just like this, I feel the beat just like that
F C F C F C G G7
I feel the beat just like this, I feel the beat until I freeze!

C G
I can feel the beat on my shoulders, I can feel the beat on my shoulders
C F G C
I can feel the beat on my shoulders, I can feel the beat today!

3. Gross Motor Movements:

Potential Goals: enhance hand-eye coordination, improve balance, increase endurance and self-control, bilateral coordination

Adaptations: substitute different movements, alter tempo of song

Instrument/Prop Suggestions: none

Whoosh Goes the Wind

C
Whoosh goes the wind as were riding on the train
C C7
Whoosh goes the wind as were riding on the train
C
Whoosh goes the wind as were riding on the train
F C G G7 C
It goes so fast as were riding on the train

Chug goes the engine as were riding on the train
Chug goes the engine as were riding on the train
Chug goes the engine as were riding on the train
It puffs so hard as were riding on the train

Up and down we go we were riding on the train
Up and down we go we were riding on the train
Up and down we go we were riding on the train
We go so fast as were riding on the train

Toot goes the whistle as were riding on the train
Toot goes the whistle as were riding on the train
Toot goes the whistle as were riding on the train
It blows so loud as were riding on the train

4. Speech & Vocalization

Potential Goals: producing single phonemes, producing consonant or vowel sounds, producing multiple phonemes in a row, copying speech patterns

Adaptations: alter the number of phonemes presented, modify the tempo, leave more space for the client to repeat the phonemes

Instrument/Prop Suggestions: visual cards showing mouth shapes

Henrietta Hippo

D D G D G A D
Henrietta Henrietta Henrietta Hippo, She's the singing Kind
D D G D G A D
Henrietta Henrietta Henrietta Hippo, She's the singing Kind

D G D A D
She sings la la la, ba ba ba, ta ta ta pa pa pa
D G D A D
She sings la la la, ba ba ba, ta ta ta pa pa pa

D D G D G A D
Henrietta Henrietta Henrietta Hippo, She's the singing Kind
D D G D G A D
Henrietta Henrietta Henrietta Hippo, She's the singing Kind

5. Attention & Focus

Potential Goals: turn-taking, following one step directions, self-control, auditory processing, increasing focus

Adaptations: use visual cues for client to select changes in the music, ask for different types of playing

Instrument/Prop Suggestions: drum, tambourine, woodblock or rhythm sticks

Gimme that Beat Beat Beat

C C7
Gimme that beat beat beat, Gimme that beat beat beat
F G C
Gimme that beat beat beat, let's all hear the beat
C C7 F G7
Emma plays the drum just like this
C C7 F G7
Emma plays the drum just like that
G7
Oh, let's all hear the beat

C C7
Gimme that beat beat beat, Gimme that beat beat beat
F G C
Gimme that beat beat beat, let's all hear the beat
C C7 F G7
Now let's hear the beat nice and soft
C C7 F G7
Now let's hear the beat nice and loud
C C7
Gimme that beat beat beat, Gimme that beat beat beat
F G C
Gimme that beat beat beat, let's all hear the beat

7. Relaxation:

Potential Goals: joint attention, sensory stimulation, decreased activity level, sharing, vocalizing

Adaptations: therapist or client plays drum, hold drum over clients head, sing "what do you feel" instead of what do you see

Instrument/Prop Suggestions: ocean drum

Look Through the Waves

G C D G
Look through the waves, look through the waves, what do you see
G C D G
Look through the waves, look through the waves, what do you see
G C G C D
In the ocean, under the sea, in the ocean fish swim free
G C G C D G
In the ocean, deep down low, in the ocean swimming to and fro
G D7
What do you see through the waves today?
G C G D
Emma sees a fish today, Emma sees a fish today
G C G C D G
In the ocean, deep down low, in the ocean swimming to and fro

8. Closing Intervention:

Potential Goals: provide closure for smooth transition, reduce anxiety, enhance social skills, self-expression

Adaptations: use visual cards for client to choose, parent/therapist also share their favourite part

Instrument/Prop Suggestions: none

What Was Your Favourite Part of Music?

C F
What was your favourite part of music?
C G
What was your favourite part of music?
F C F C
What did you like? What did you like?
F F G C G7 (hold)
What was your favourite part of music?

C F
Your favourite part was playing on the drum
C F
Your favourite part was playing on the drum
F C F C
That's what you liked, that's what you liked
F C G C
The drum was your favourite part of music