

Area of Need	Therapeutic Technique	Example
<p data-bbox="237 222 358 247"><b>COGNITIVE</b></p> <p data-bbox="164 249 285 275"><b>Attention</b></p> <p data-bbox="164 338 423 632"> <b>TIP:</b> Attention must first be attained and then maintained throughout MT session, which necessitates repetitive use of these techniques. It has been noted that persons with Dementia recognize rhythm first, then melody, then lyrics, so a strong rhythmic foundation is important. </p> <p data-bbox="164 926 310 951"><b>Orientation</b></p> <p data-bbox="164 1140 269 1165"><b>Memory</b></p> <p data-bbox="253 1167 383 1192">Long Term</p> <p data-bbox="253 1350 383 1375">Short Term</p>	<p data-bbox="451 222 922 310"><b>Cueing</b> – visual, verbal, tactile, and cognitive reminders to get and maintain attention throughout session/interaction</p> <p data-bbox="451 527 946 646"><b>Cooperative Play</b> – activities that require attention and participation of each person in group in order for activity to be successful</p> <p data-bbox="451 831 927 919"><b>Competitive Play</b> – activities that instigate competition between members of group</p> <p data-bbox="451 921 946 1010"><b>Informative Activities</b> – songs/activities that convey information about time, place, person, present situation, body, etc.</p> <p data-bbox="451 1167 898 1226"><b>Familiar Material</b> – music/songs that spark memories, and reminiscence</p> <p data-bbox="451 1350 946 1438"><b>Instruction</b> – activities that teach. Observe for memory carryover from week to week</p> <p data-bbox="451 1440 927 1560"><b>Rhythm Cueing</b> – a specified rhythm pattern played to signify a change in the music, rhythm pattern, instrumentation, soloist, etc.</p> <p data-bbox="451 1562 927 1650"><b>Sequencing</b> – activities that require organization or memorization of musical events</p>	<p data-bbox="976 222 1393 281"><b>Visual</b> – make eye contact or large gestures or movements</p> <p data-bbox="976 283 1409 342"><b>Verbal</b> – say name; speak directly to patient</p> <p data-bbox="976 344 1455 403"><b>Tactile</b> – lightly touch patient, either rhythmically in a tap, or non-rhythmically</p> <p data-bbox="976 405 1471 525"><b>Cognitive</b> – spark memory or thought with a familiar song, rhythm, or sound (for ex. “Daisy”, “shave and a haircut”, doorbell sound, whistling)</p> <p data-bbox="976 527 1463 737"><b>Instrument Pass</b> – lead rhythmic instrument pass around circle, where each patient has one instrument (i.e. a maraca) and simultaneously all must pass the instrument in the same direction (challenge the group to do continuous rhythmic passes)</p> <p data-bbox="976 739 1446 827"><b>Rhythm Toss</b> – toss a soft beanbag or large ball rhythmically around the circle (use cues if necessary to maintain attn.)</p> <p data-bbox="976 829 1463 917"><b>Name That Tune</b> – challenge patients to recognize melodies; have “winner(s)” perform song solo (or some other reward)</p> <p data-bbox="976 919 1446 978"><b>Informative Singing</b> – Engage patients in hello songs, seasonal songs etc.</p> <p data-bbox="976 980 1446 1039"><b>Rhythm Names</b> – sing or say names of patients in rhythm, successively</p> <p data-bbox="976 1041 1463 1161"><b>Lyric Alteration</b> – Orient to present moment by asking how each patient feels and sing this in a familiar song (i.e. “Amen”)</p> <p data-bbox="976 1163 1471 1251"><b>Fill in the Blank</b> – sing part of a song but stop short and have patients complete phrase</p> <p data-bbox="976 1253 1438 1341"><b>Reminisce</b> – ask patients what familiar song reminds them of; change lyrics to depict patient’s memory</p> <p data-bbox="976 1344 1422 1432"><b>Round</b> – teach a round over several weeks; test memory by dividing group into two and singing as a round</p> <p data-bbox="976 1434 1471 1554"><b>Drum Circle</b> – play a clave pattern to signify a switch from soloist to group play; play a bass drum pattern to signify switch from only shakers playing, to only drums</p> <p data-bbox="976 1556 1463 1675"><b>Movement</b> – lead movement “routine” of several different movements that patients must perform in proper sequence (i.e. “Hand Jive”, or “My Bonny”)</p> <p data-bbox="976 1677 1471 1766"><b>Rhythm</b> – lead a rhythm pattern (sequence of note durations) that patients must maintain throughout song/activity</p> <p data-bbox="976 1768 1422 1923"><b>Vocalization</b> – lead a series of vocal sounds or words that patients must repeat throughout song/activity (i.e. repeat “shoo-bop” in “In the Still of the night”)</p>

<p><b>PSYCHOSOCIAL Socialization / Communication</b></p>	<p><b>Call and Response</b> – an activity in which rhythm or melody is sung by a leader, and group echoes in response</p>	<p><b>Rhythm Call</b> – play a series of notes on the claves and have patients echo pattern (count to see how many notes patients successfully recall)</p>
<p><b>TIP:</b> During activities that target social interaction it is often necessary to repeat to the group what one patient says or does, so as to facilitate interaction between patients. Continue to use reinforcement and cueing to encourage participation.</p>	<p><b>Peer Awareness</b> – activities that encourage members of group to learn about each member</p>	<p><b>Vocal Call</b> – same as above but with singing or vocal sounds</p>
<p><b>Emotional Awareness/Expression</b></p>	<p><b>Improvisation</b> – music created in the moment; can be structured or unstructured</p>	<p><b>Musical History</b> – musically tell a fact from each patient’s history (i.e. in “This Little Light of Mine” ask where each pt. is from and insert this place into lyrics; Discuss children/grandchildren and insert information into “Que Sera Sera”)</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Song Writing</b> – the composition of a song about any present topic</p>	<p><b>Stacking Improvisation</b> – bring in each patient separately on his or her instrument, “stacking” sounds until all are playing together; allow for solos</p>
<p><b>Emotional Awareness/Expression</b></p>	<p><b>Parallel Play</b> – activities that engage patients in direct parallel play with other group members</p>	<p><b>Songwriting</b> – elaborate on a topic that has been brought up by group, ask for input from each patient; set new words to existing song or newly created song</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Group Processing</b> – a verbal discussion of feelings, opinions, thoughts</p>	<p><b>Mirroring</b> – pair patients to face each other, designate one as leader and one as follower, and switch halfway through</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Improvisation</b> – music created in the moment; can be structured or unstructured; geared specifically towards expression of feelings</p>	<p><b>Group Leading</b> – have one patient conduct group in music or movement to music activity; switch conductors</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Relaxation</b> – an activity that calms, soothes, or otherwise relaxes mind and body function</p>	<p><b>Band Show</b> – put patients in teams and instruct teams to create a band to perform a specified familiar songs</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Therapeutic Instrumental Music Performance</b> – playing instruments to stimulate and practice movement patterns <b>Movement to Music</b> – dancing or otherwise moving the body to live or recorded music</p>	<p><b>Lyric Analysis</b> – discuss lyrics to a familiar song, notice what memories or emotions are brought up, facilitate expression of emotions, sing the song together after discussion for closure</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Improvisation</b> – music created in the moment; can be structured or unstructured; geared specifically towards expression of feelings</p>	<p><b>Lyric Alteration</b> – change lyrics of song to relate to patient’s own situation (i.e. ask each patient to name a burden and sing this in “Down by the Riverside”)</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Improvisation</b> – music created in the moment; can be structured or unstructured; geared specifically towards expression of feelings</p>	<p><b>Beat Improvisation</b> – assign steady rhythm pattern to one person; have each patient improvise own emotion or interpretation of emotion being discussed over drum beat</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Relaxation</b> – an activity that calms, soothes, or otherwise relaxes mind and body function</p>	<p><b>Deep Breathing</b> – play music or cue movement to facilitate inhalation, holding, and exhalation</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Improvisation</b> – music created in the moment; can be structured or unstructured; geared specifically towards expression of feelings</p>	<p><b>Stretching</b> – encourage stretching and movement of various parts of body, to recorded or live music</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Improvisation</b> – music created in the moment; can be structured or unstructured; geared specifically towards expression of feelings</p>	<p><b>Rhythm Band</b> – place instruments by patient to create a situation in which patient must move to attain sound</p>
<p><b>PHYSICAL Endurance/Circulation/ Muscle strength</b></p>	<p><b>Improvisation</b> – music created in the moment; can be structured or unstructured; geared specifically towards expression of feelings</p>	<p><b>Circle Dance</b> – begin moving shoulders to beat, ask one patient to show a dance move, have group follow; go around circle so all patients demonstrate a move</p>

