

I – Expressive Arts Based

Protocol 2 – Music with Cultural Instruments

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This program promotes socialization and sense of accomplishment, creativity and belonging.

Staff Requirements: 1 CTRS; may use a volunteer or CNA to assist if more than 4 clients.

Entrance Criteria: Displays physically aggressive behavior, such as hitting, punching, pinching, pushing, kicking, and slapping. Displays physically non-aggressive behavior, such as wandering, restlessness or repetitive movement. Displays depressive or passive behaviors such as withdrawal, apathy, isolation or unable to express emotions. Enjoys music. May be adapted to all stages of dementia.

Exit Criteria: Client showed no signs of improvement after four weeks. Client behavior negatively impacts involvement of others. Free of disturbing and/or passive/depressed behaviors.

Group Size: 4 to 8 clients

Duration: 20 to 30 minutes. One to two times per week.

Safety Consideration

Environmental Risks: All equipment should be clean and without any sharp edges. Keep floor area free of clutter.

Client Risks: Client with high anxiety levels may become agitated with this group. Ensure none of the clients are noise sensitive.

Facility & Equipment Required

Facility: Activity or similar room.

Equipment: Can include various instruments including, drums, bells, keyboard, tambourine, maracas, steel drum. Taped background music or tempo, may use portable keyboard organ with different types/styles of music (i.e. big bands, country, classical, marches, and waltzes).

Methods

- Group is gathered in a circle and instruments to be used are demonstrated and explained. The types of instruments used are important. A set of maracas from Cuba is much more interesting than a plastic set. Another example is a handmade steel drum from Barbados. The more unique and culturally diverse the collection of instruments the better. Search the Internet or Ebay and you will find a wide assortment of unusual items. Avoid any instruments that are played using the mouth.
- Each week select one of the instruments and explain where it is from and how it is made and lead a short discussion on it. For example: An Indian tom-tom generally has symbols on the sides that have meanings such as health, life, rain, deer, or water. Ask: "Did you ever see a Rain Dance? Do you think if we play this it will rain? Why do you think they put a deer on

the drum?" Demonstrate how the instrument sounds and ask the clients what they think it sounds like.

- Have the clients decide what style music they want to create. Provide client with choice of instrument depending upon their functional capacities. When handing out instruments, demonstrate how it is played and then have client demonstrate it.
- Use the keyboard for automatic playing of the beat or play a cassette tape of that style. Have clients sing along as they play.
- Consider audio or video taping of music on occasion for client to listen to at another session.
- Consider giving a recital for family, staff and other clients.
- When finished playing each song ask each client how they thought it sounded and if they would like to try a different instrument.

Possible Client Objectives

- Improved upper body strength, muscle endurance, ROM and flexibility.
- Reduced verbal and/or physical agitation.
- To alert passive clients and to calm restless clients.
- Improved small group socialization as evidenced by verbalizing with at least one other person in the group during each session.
- Improved mood as evidenced by positive comments about experience and/or by a happy expression.
- Decrease wandering by remaining in program.

