Interconnecting Precision Teaching, SWPBIS and Music Therapy

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Learn practical ways to incorporate music, movement, auditory and sensory skills, rhythm, team building and brain research into teaching PBIS expectations, while working with social skills, cognitive skills, and cultural awareness, from a Music Therapist who serves students with Severe Emotional Behavior Disorders, and others, in a school setting.
People Get Ready

People get ready, there's a train a comin'
You don't need no baggage, you just get on board
All you need is faith to hear the diesels hummin'
Don't need no ticket, you just thank the Lord

People get ready for the train to Jordan
It's picking up passengers from coast to coast
Faith is the key, open the doors and board 'em
There's hope for all among those loved the most.

There ain't no room for the hopeless sinner
Who would hurt all mankind just to save his own
Have pity on those whose chances grow thinner
For there's no hiding place against the Kingdom's throne

So people get ready, there's a train a comin'
You don't need no baggage, you just get on board
All you need is faith to hear the diesels hummin'
Don't need no ticket, you just thank the Lord

Ready means to be prepared, to pre-learn a skill before practicing a new skill.
Symbols have meaning.

What is the symbol for PBIS in your building?

http://www.uab.edu/uasomume/fd2/visuals/page2.htm
www.ASLPro.com

Common Expectations: visual cues
# Student Achievement Model Social Skills - SAM

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<th>Introducing Yourself</th>
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<td>Look at the person</td>
<td>Look at the person</td>
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<td>Say “OK”</td>
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<td>Smile</td>
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<tr>
<td>Do what you’ve been asked to do, right away</td>
<td>Say “I understand how you feel”</td>
<td>Say “Hi. My name is...”</td>
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<td>Check back</td>
<td>Tell why you feel differently</td>
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<td>Use a clear pleasant voice</td>
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<td>Explain exactly what you are asking for</td>
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<td>Say “Hi” or “Hello”</td>
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<td>Use a serious, sincere voice</td>
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<td>Say “I’m sorry for...”</td>
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<td>State what you did, don’t make excuses</td>
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<td>Explain how you plan to do better</td>
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<td>Look at the person</td>
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<td>Use a pleasant, enthusiastic voice</td>
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<td>Ask if you can help</td>
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<td>Describe the task you are offering to do</td>
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<td>Thank the person</td>
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<td>Reporting Other Youth’s Behavior</td>
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<tr>
<td>Look at the teacher/adult</td>
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<tr>
<td>Use a calm voice</td>
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<tr>
<td>Say clearly that you don’t want to participate</td>
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<td></td>
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<tr>
<td>Suggest something else to do</td>
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<tr>
<td>Continue to say “no”</td>
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<tr>
<td>Leave the situation</td>
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<td>Appropriate Conversation</td>
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<tr>
<td>Look at the person</td>
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<td></td>
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<tr>
<td>Use a calm voice</td>
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<tr>
<td>Talk about topics appropriate for school</td>
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<tr>
<td>Maintaining Physical Boundaries</td>
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<tr>
<td>Stand or sit an arms length away from the person</td>
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<tr>
<td>Ask permission before entering a person’s personal space</td>
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<tr>
<td>Only use touch that is appropriate for a public, formal setting and only with permission</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Patterns = rhythm, form

- xyz xyz xyz  xyz xyz ___
- 78 78 78 78 78 ___
- yellow blue red yellow blue red ______
- SMTWRFS  SMTWRFS  SMTWRFS ___
- Falcons, Hawks, Braves, Falcons, Hawks, Braves ___
- 🏀🏀🏀🏀🏀🏀  __________
- FD SC OT  FD SC OT  FD SC _____
- mad happy calm  mad happy calm ______
- sunny warm sunny warm sunny warm ______

Student created patterns include:

Mom here, Daddy gone, Mom here, Daddy gone, Mom here, Daddy gone, ______
hibernation, bears asleep, hibernation, bears asleep, hibernation, __________

Repetition and patterns are good for the brain.

Teams work together.

- Following Directions
- Self Control
- Remaining On Task
- Respect property and people

Expected behaviors, team, group, and ensemble skills

- FD
- SC
- OT
- RPP

MMSMA.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

a. Describe ways in which other disciplines taught in the school are interrelated with those of music.
Patterns and Sequences are called **FORM** or **Rhythm** in music.

- **Visual point**
- **Auditory**
  - listen and repeat
  - 3 planes of complexity
  - Assessment of hearing
  - Simple to complex

Weather
- **seasonal**

Patterns and sequences in the world, importance of patterns, patterns of success, listening for timbre, sequence, memory, focus, quiet

- **Behavior**
  - Can you repeat what you hear?

Repetition and patterns are good for the brain.

- successful
<table>
<thead>
<tr>
<th>Be Responsible (Doing what is right)</th>
<th>Be Respectful (Valuing yourself and others)</th>
<th>Be Ready (Being open to move forward; to return back to home School)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HALLWAY</strong></td>
<td><strong>RESTROOM</strong></td>
<td><strong>CAFETERIA</strong></td>
</tr>
<tr>
<td>~ Walk on blue tile to the right side of hallway.</td>
<td>~ 2 minutes to use independently (Adult will check on student after 2 mins.)</td>
<td>~ Pick up utensils, tray, napkins, and milk the first time you go through.</td>
</tr>
<tr>
<td>~ Contain voice volume to your neighbor.</td>
<td>~ Use appropriate toilet (handicapped, urinal, toilet)</td>
<td>~ Sit in your designated area.</td>
</tr>
<tr>
<td>~ Keep arms and hands to yourself, down by your side.</td>
<td>~ Drop tissue in toilet and flush.</td>
<td>~ Raise your hand, without yelling, to get teacher’s attention.</td>
</tr>
<tr>
<td>~ Raise your hand to get your teachers’ attention.</td>
<td>~ Press soap dispenser 2 times.</td>
<td>~ Contain conversation to those across from you and beside you.</td>
</tr>
<tr>
<td>~ Maintain an arm’s length distance between you and others in line.</td>
<td>~ Keep water in the sink when rinsing your hands.</td>
<td>~ Talk without food in your mouth.</td>
</tr>
<tr>
<td>~ Always keep hands and feet to yourself.</td>
<td>~ Use 1-2 paper towels to dry and drop tissue and towels in trash.</td>
<td>~ Pick up anything you dropped.</td>
</tr>
<tr>
<td>~ Apologize if you accidentally touch, brush up against, or bump into someone unintentionally.</td>
<td>~ Fasten clothing before leaving restroom.</td>
<td>~ Wipe up anything you spilled.</td>
</tr>
<tr>
<td>~ Follow directions the first time.</td>
<td>~ One student at a time (Using the restroom is a private time.)</td>
<td>~ Walk to trash can and throw all items away.</td>
</tr>
<tr>
<td>~ Keep hands down by your side.</td>
<td>~ 2 minutes before teacher checks on you. (Others are waiting to use the restroom.)</td>
<td>~ Sit in your designated area.</td>
</tr>
<tr>
<td>~ Stay with your group.</td>
<td>~ Keep waste in the urinal and toilet (wipe up any mess you make)</td>
<td>~ Eat your own food without touching anyone’s food or reaching over someone’s tray.</td>
</tr>
<tr>
<td>~ Mind your own business.</td>
<td>~ Drop used tissue in toilet and flush.</td>
<td>~ Contain conversation to those across from you and beside you.</td>
</tr>
<tr>
<td>~ Line up quickly and keep one arm’s length distance between you and person in front of you.</td>
<td>~ Keep water in the sink when washing hands.</td>
<td>~ Talk without food in your mouth.</td>
</tr>
<tr>
<td>~ Apologize if you accidentally touch, brush up against, or bump into someone.</td>
<td>~ Fasten clothes before exiting.</td>
<td>~ Use appropriate language. (No profanity, bullying, disrespect)</td>
</tr>
<tr>
<td>~ Adult supervision at all times.</td>
<td>~ Ask for help when you need help. (handicapped, urinal, toilet)</td>
<td>~ Apologize if you spill something on another student or in their space.</td>
</tr>
<tr>
<td>~ Use help when you need help.</td>
<td>~ Wipe up any mess.</td>
<td>~ ~Raise hand and wait quietly to be called on.</td>
</tr>
<tr>
<td>~ Flush toilet</td>
<td>~ Flush toilet</td>
<td>~ Pick up utensils, tray, napkins, and milk the first time you go through.</td>
</tr>
<tr>
<td>~ Push soap dispenser 2 times.</td>
<td>~ Quickly rinse hands without getting water on the floor.</td>
<td>~ Keep hands to yourself.</td>
</tr>
<tr>
<td>~ Quickly rinse hands without getting water on the floor.</td>
<td>~ Dry your hands</td>
<td>~ Keep food/tray in front of yourself</td>
</tr>
<tr>
<td>~ Remain seated until you have permission to get up from your seat.</td>
<td>~ Fasten clothes before exiting.</td>
<td>~ Talk quietly without food in your mouth.</td>
</tr>
</tbody>
</table>

**Be Respectful (Valuing yourself and others)**

- Apologize if you accidentally touch, brush up against, or bump into someone unintentionally.
- One student at a time (Using the restroom is a private time.)
- 2 minutes before teacher checks on you. (Others are waiting to use the restroom.)
- Keep waste in the urinal and toilet (wipe up any mess you make)
- Drop used tissue in toilet and flush.
- Keep water in the sink when washing hands.
- Fasten clothes before exiting.

**Be Ready (Being open to move forward; to return back to home School)**

- Follow directions the first time.
- Keep hands down by your side.
- Stay with your group.
- Mind your own business.
- Line up quickly and keep one arm’s length distance between you and person in front of you.
- Apologize if you accidentally touch, brush up against, or bump into someone.
- Adult supervision at all times.
- Ask for help when you need help. (handicapped, urinal, toilet)
- Wipe up any mess.
- Flush toilet
- Push soap dispenser 2 times.
- Quickly rinse hands without getting water on the floor.
- Dry your hands
- Fasten clothes before exiting.

**CAFETERIA**

- Pick up utensils, tray, napkins, and milk the first time you go through.
- Keep hands to yourself.
- Keep food/tray in front of yourself.
- Talk quietly without food in your mouth.
- Remain seated until you have permission to get up from your seat.
Respect

http://www.azlyrics.com/lyrics/arethafranklin/respect.html

• I ain't gonna do you wrong while you're gone
  Ain't gonna do you wrong (oo) 'cause I don't wanna (oo)
  All I'm askin' (oo)
  Is for a little respect when you come home (just a little bit)
  Baby (just a little bit) when you get home (just a little bit)
  Yeah (just a little bit)

I'm about to give you all of my money
And all I'm askin' in return, honey
Is to give me my profits
When you get home (just a, just a, just a, just a)
Yeah baby (just a, just a, just a, just a)
When you get home (just a little bit)
Yeah (just a little bit)

• R-E-S-P-E-C-T
  Find out what it means to me
  R-E-S-P-E-C-T
  Take care
Turn in your challenge work NOW

Reality Orientation

Greetings
Calendar
Weather
Holidays
Current events (musical)

www.billboard.com
www.Amazon.com

Listen and Describe BEFORE Evaluate

Hair Styles?
Shoe styles?
Social Skills point of reference for teens.
Disagreeing appropriately,

Respect for others style and choices

MMSMA.8 - Understanding relationships between music, the other arts, and disciplines outside the arts
a. Describe ways in which other disciplines taught in the school are interrelated with those of music.
b. Identify and describe common terminology used in music and another fine art.
c. Discover and research persons who have achieved professional or commercial success in more than one fine art discipline.

MMSMA.9 - Understanding music in relation to history and culture
a. Identify and explain a particular music example’s historical and cultural significance.
b. Compare and evaluate the roles of musicians throughout history.
c. Recognize music’s role in today’s culture.
Georgia Performance Standards
Fine Arts - Music

Condensed from GPS for easier learning and use
https://www.georgiastandards.org/standards/gps%20support%20docs/fine-arts-music-gps.pdf

Sing
Read
Improvise
Understand History/culture

Play
Compose
Move
Connect with life skill

Listen, describe, evaluate
Civil Rights

- Game played with two
- Practice civil and uncivil handshake (There is rhythm here.)
- Ask for evaluation
- Perform again
- Feelings attached?
- How did they feel?
- Right to be treated civilly
  RESPECT
Radio formats

Total Listeners to Each Format

Estimate what percentage listen to your favorite style of music.
Introduction to step routines

Doctor Martin Luther King, Junior (3x)

Peace, Love, Freedom and... Brotherhood (3x)

These are the *principles* on which he stood. (1x)

Nobel Peace Prize (3x) Respect for principles

*Take the words out of your mouth and lock them in your brain. Put the key in your pocket.*
*Repeat as a round or in a circle.*  *Slap thighs and hang head to finish.*
Read a book
(or watch a short movie)

• Title
• Vote.
• Highest vote wins.
• Listen.

Suspension of disbelief

Informal data: students prefer to be read to vs. watching a film

Ash Street choices:
No Mirrors in My Nanna’s House by Y. Barnwell
And the Winner Is by LL Cool J
Don’t Laugh At Me By Seskin & Shamblin

Respect for learning and listening, not disrupting a performance, has to be taught.

www.squeegi.com
Squeeky clean short films
www.Teachertube.com,
www.Schooltube.com
Usable teaching enrichment
Books on CD: best source is amazon.com

Lyrics are poetry, literature is everywhere, songs can be stories, short clips to reinforce or enrich learning.
PBIS videos

Respect Rap Only
http://www.teachertube.com/video/respect-rap-only-278292
http://safeshare.tv/w/sSziBjIlz
http://viewpure.com/iGuT9__Y5J4

I gotcha back
http://daringlibrary.edublogs.org/2012/12/14/imma-b-gotcha-back-anti-bullying-pbis-videos/
http://www.schooltube.com/video/0ccab3db08454c82ad6c/Gotcha%20Back

Oldie but the best: Imma Be
http://www.schooltube.com/video/776d7a709d8a9173f1ae/Imma-Be
So What the Fuss?  (Responsibility)
http://www.azlyrics.com/lyrics/stevewonder/sowhatthefuss.html

If I'm caught at a dance party without my dancin' shoes...
And everybody dances on my bare feet
_Shame on me_
If I'm mindin' my business just doin' the right thing
And you try to front me off in the street
_Shame on you_
If a family's waitin' for that special blessing to come their way
But they ain't tryin' to get on their knees and pray
_Shame on them_
And if we live in a time where every nation's fightin' round the world
Yet we can't all agree that peace is the way

_Shame on us  Shame on me, Shame on you,_
_Shame on them, Shame on us_
[repeat]
_So what the fuss_

If I gotta get up early in the morning for a job interview
And I forget to set the stupid alarm
_Shame on me_
If my children are playin' outside like little children do
And you come 'round there tryin' to bring them some harm
_Shame on you_
Should I be drivin' thru a klantown, find a restaurant to get me some food
And someone says "hey boy, we don't serve your kind"
_Shame on them_

And if we live in a democracy and you don't use your power to vote
Knowin' some would like to turn back the hands of time

If I'm hooked on a habit knowin' damn well it could cost me my life
Yet I keep doin' what I should do without
_Shame on me_
If you're locked in a marriage and your other half just gives you abuse
Yet you've convinced yourself that there's no way out
_Shame on you_
If we're jammin' the music and somebody's got the audacity
To say that they can jam it better than us
_Shame on them_
And should there be just a handful that believe that we are totally free
And there's no need to fight for equality
Expected behaviors, team, group and ensemble skills, consequences.

Teams work together.

- Following Directions
- Self Control
- Remaining On Task
- Respect property and people

SAM
PBIS

FD
SC
OT
RPP

SAM
PBIS

promotes cooperation, supports differentiation

http://www.tolerance.org/supplement/differentiated-instruction
Shoe game promotes cooperation, supports differentiation
http://www.tolerance.org/supplement/differentiated-instruction
How do you hear?

Responsible to ourselves and others.

Decibel levels.
What do these songs have to do with RESPONSIBILITY?

http://www.amazon.com/s/ref=nb_sb_ss_i_1_7?url=search-alias%3Ddigital-music&field-keywords=shake+it+off+taylor+swift&sprefix=shake+i%2Cdigital-music%2C182

Let what go?

http://frozen.disney.com/

Why do people hate when you try something new?
Five Finger Sweep

Breathe in.
Hold your breath.
Count to 5 with your fingers.
Release the air - no sounds.
Repeat.

Relax.

Coping strategy
Wait.
Before you go...

Stop to think.

Ask your question now...or
Please put your questions here.

Take all your stuff

Thank you!

Gracias  شكرا  Grazie  italiano  תודה  Merci
Some people ask me why always on the bright side
When there's so much going on down the other side
It's like I live in a bubble with no trouble
And problems don't exist

I chuckle and tell them that ain't the case at all
It goes way back to the time when I was very small
Not in mind but size and age my papa use to say

You can always look at the negative
But you should always live in the positive
So I try everyday to live that way
Yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah

Some people live in what was and what they could have been
As opposed to living in a what is and how much they can
And be the first to complain about nothing in life going their way
The attitude is "that I can't do nothing 'bout"
And very happy with just breathing in and out
The ones that when you say "lets go make a difference"
They'll say "naw that's OK"

So I don't waste time on the trip side
'Cause I do know the real on the flipside
And I'm crystal clear everyday that's why I say, yeah
Yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah
Goodbye

Stand up,

line up,

hush up, - -

listen up,

hand up? - -

keep up.

Now it’s time to go.

http://www.symbaloo.com/mix/starkeymusicwebmix?searched=true

Following directions, waiting, turn taking, accepting responsibility for actions, prep for transition