





# Manchester Community MusicSchool








## What is Music Therapy?


Music Therapy is the clinical evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program. It is a well-established allied health profession that uses music therapeutically to address behavioral, social, psychological, communicative, physical, sensory-motor, and/or cognitive functioning. Because Music Therapy is a powerful and non-threatening medium, unique outcomes are possible. For individuals with diagnoses on the autism spectrum; music therapy provides a unique variety of music experiences in an intentional and developmentally appropriate manner to effect changes in behavior and facilitate development of skills.


Music Therapy may include the use of behavioral, biomedical, developmental, educational, humanistic, adaptive music instruction, and/or other models. Music Therapy enhances one's quality of life, involving relationships between a qualified music therapist and individual; between one individual and another; between the individual and his/her family; and between the music and the participants. These relationships are structured and adapted through the elements of music to create a positive environment and set the occasion for successful growth.

-  Music Therapy is considered a related service under the individuals with disabilities education (IDEA)
-  When Music Therapy is deemed necessary to assist a child in his/her special education, goals are documented on the individualized education program (IEP) as a related service intervention

-  Music Therapy can be an integral component in helping the child with special needs attain educational goals identified by his/her IEP team.
-  Music Therapy interventions can address development in cognitive, behavioral, physical, emotional, and social skills. Music Therapy can also facilitate development in communication and sensory-motor skills.
-  Music Therapy can offer direct or consultant services as determined by the individual needs of the child.
-  Music Therapists can support special education and music classroom teachers by providing effective ways to incorporate music into their academic curriculum.

 **Music Therapy involvement can stimulate attention and increase motivation to participate more fully in other aspects of the educational setting.**

-  Music Therapy interventions apply the inherent order of music to set behavioral expectations, provide reassurance, and maintain structure for children with special needs.

 **Music Therapy can adapt strategies to encourage a child's participation in the least restrictive environment.**



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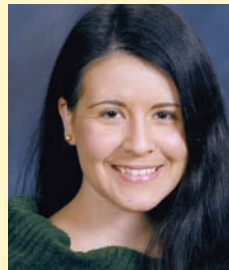
## Music Therapy Department

### Barbara Scott Director of Music Therapy



*B.M. in Music Therapy from Ohio University and a Masters of Social Work from Boston University.* Music Therapy experience includes Director of Music Therapy for the Community Music Center of Boston, School Based Therapist and Social Worker for the McKay School of East Boston, Music Therapist at McLean Hospital of Belmont, MA, Director of Recreational Therapy and Music Therapist for the Greenery Nursing and Rehabilitation Center of North Andover, MA. Present piano teacher for the Kids Club of Andover, MA.

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### Lara Fejes, MT-BC, NMT [lfejes@mcmusicschool.org](mailto:lfejes@mcmusicschool.org)

*B.M. in Music Therapy from the University of Louisville and additional training in Neurologic Music from*

*Colorado State University.* Experienced in servicing groups and individuals in a variety settings including schools, early intervention, hospitals, nursing homes, and physical rehabilitation. Enjoys collaborating with other related service professionals in order to optimize generalization of goals/objectives into daily life outside of the music therapy environment.

### Christina L. Grandoni, MT-BC [christina@mcmusicschool.org](mailto:christina@mcmusicschool.org)



*B.M. in Music Therapy from Berklee College of Music.*

Experienced in a variety of settings including special education populations both within schools and privately, dually diagnosed children and adolescents, and hospital intensive care and rehabilitation settings. Has worked in various public school settings in Massachusetts, most recently with Assabet Valley Collaborative in the metro-west region. Enjoys incorporating technology and modern music/music techniques into traditional music therapy sessions to create a unique environment for exploration, learning, and the therapeutic process.