

# Musical Instrument Activity

RESIDENT IDENTIFIED LISTENING TO MUSIC AS A PREFERENCE



# Supply Check-list



Assistive devices, as needed:

- Resident's glasses or magnifying glass, hearing aids, walker, or other assistive devices



Wipes



Device to play music

- tablet, such as an iPad
- computer or laptop
- iPhone or iPod
- tape / cassette player



Feeling Faces Emotion Assessment form



# Supply Check-list continued



Musical instruments that are easy to hold and use:

- hand drums
- shakers
- maracas
- rainsticks
- wood blocks
- tambourines
- triangle



More advanced instruments:

- guitar
- ukulele
- keyboard
- xylophone



# Activity Introduction

**[APPROACH]** Approach the resident from the front, on eye level, and smile.

**[GREET]** Greet the resident using their name.

**[INTRODUCE]** Introduce yourself using your name, and point to yourself.

**[ASK]** Ask how the resident is doing today.

» Say: "How are you doing today?"

**[ASSESS]** Complete the '**before**' portion of the Emotion Assessment form.

» Say: "Which face shows how you feel right now?"

» Do: Present the resident with the Emotion Assessment '**before**' Feeling Faces.

**[RESPOND]** Respond to and validate their response.

» Say: "So glad to hear you're well today." or "I'm sorry you're not feeling well."

» Do: Address the person's needs, if applicable.

# Activity Questions

## Question Suggestions:

- What do you like about music?
- Do you have a favorite type of music?
  - Why is it your favorite?
- How do you feel listening to the music?
- What is your favorite instrument?
  - Why is it your favorite?
- Did you play an instrument or sing?
- Did you ever sing in a choir or play in a band?

## Activity-related Questions:

- Does this instrument remind you of anything?
- What do you like about this instrument?

# Activity Instructions

**[INTRODUCE]** Introduce the activity.

- » Say: "I know music is important to you. Would you like me to help you play an instrument?"
- » Do: Show the resident the materials you will be using and explain how they work, if needed.

**[CHOICE]** Ask the resident what type of instrument they would like to play. Offer the available options.

- » Say: "Would you like to play the [list available instruments]?"
- » Do: Point to each instrument as you offer it.
- » Variation: If more help is needed, only offer 2 instruments at a time, as to not overwhelm the resident. If the resident is unable to choose, then pick one that aligns with their preferences.

**[BEGIN]** Begin playing instruments with the resident.

# Activity Instructions continued

**[ENCOURAGE]** Encourage the resident (remember: engagement over correctness).

- » Say: "You're very talented at playing the [instrument name here]." or "You sound great, keep it up!"
- » Do: Smile and nod. Point to the instrument.

**[ASK QUESTIONS]** See question card for ideas.

**[OFFER]** Offer to assist the resident with the activity, if needed.

- » Say: "I will be here if you need any help."
- » Do: Observe the resident and if they are struggling, offer to help.
- » Variation: If more help is needed, continue to encourage choice, support their hand or allow their hand to guide you.

\* If the resident is struggling with the activity, simplify questions and/or engage more with sense (see next page).

# Using the Senses

**[SENSE]** Engage the resident by using prompts, such as questions or gestures, relating to the five senses. Encourage the resident to **hear** and **touch** during the activity, for a sensory experience.

(Tip: Participate with the resident, you can answer these questions too).

- » **Hear:** Encourage the resident to listen to the music. Describe it together.  
"Do you hear the music? What does it sound like? Does it remind you of anything?"
  
- » **Hear:** Encourage the resident to listen to the music and sing or to try and keep the rhythm.
  - » SING or HUM along with the song
  - » CLAP their hands in time to the music
  - » MOVE with the music (do so yourself and encourage the resident to follow your example), or
  - » DANCE with you! Dancing can mean swinging the arms, moving the wheelchair in time with the music, tapping feet, etc.
  
- » **Touch:** For a person who is unable to play the instrument, encourage them to touch the instrument and interact with it.  
"Do you like how it feels? What does it feel like? What does it remind you of?"



# Activity Closing

**[THANK]** Thank the resident for doing the activity with you.

**[ASK]** Ask for feedback:

» Say: How did you feel about playing an instrument today?

**[ASSESS]** Complete the '**after**' portion of the Emotion Assessment form

» Say: "Which face shows how you feel right now?"

» Do: Present the resident with the Emotion Assessment '**after**' Feeling Faces.

**[ASK]** Ask if the resident needs anything before you leave and wipe down materials before storing the supplies.

*great job!*

