

My Turn, Your Turn



Songs for Building Social Skills

Cathy Bollinger

SAMPLE - NOT FOR SALE

About The Author

Cathy Bollinger, music therapist and singer/songwriter, started Rivanna Music in 1989. She received a master's degree in Creative Arts Therapy from Drexel University (formerly Hahnemann Medical College) in 1984. Cathy has performed countless music workshops with many schools and organizations, including The Core Knowledge Foundation's National Conference, The New York City Public Library, PACE Parents Organization of New Jersey, Wyoming Department of Family Services, and Albemarle County Title I Programs. Cathy has also produced nine recordings for which she has been awarded *Parent's Choice Awards*, *Dr. Toy Awards*, *Booklist Reviews* from the American Library Association, and has been honored with Parenting Picks from *Parenting Magazine*. Cathy and her business partner, Elly Tucker, are committed to helping children by creating and performing music that teaches essentials such as phonemic awareness and social skills.

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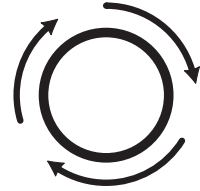
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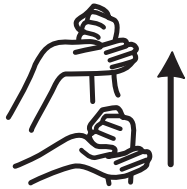
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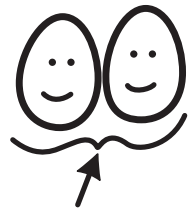
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Introduction

The purpose of this book is to provide teachers, parents, and therapists with a practical guide to accompany the musical compilation, *My Turn, Your Turn: Songs for Building Social Skills*. We feel that providing visual support and activity ideas for each song will help make the lessons more accessible to many children.

Social interaction can be challenging for children, especially those with developmental disabilities. Music provides a safe, predictable way for children to practice social skills. Music offers an enjoyable avenue to get the repetition that children often need when learning new skills.

After working in the field of music therapy for over twenty-five years, I am constantly delighted and amazed with the effect that music can have on individuals. It can cut through barriers, capture attention, and help them focus on a normally difficult task.

You will find several components included for each of the songs in this book:

- Song lyrics.
- Song lyrics with guitar chords.
- Small Picture Communication Symbols corresponding to the song in its entirety.
- Large Picture Communication Symbols reflecting the main points of each song.
- Activity ideas gathered from teachers, therapists, and parents.

In the back of the book you will find an Appendix which contains Picture Communication Symbols referring to the title of each song. These will help with song selection.

On the following page are a few suggestions that you might find useful. Feel free to pick and choose the ones that seem applicable. Most likely you've spent quite a bit of time adapting materials to work with your wonderfully unique child/children. It is my greatest wish that some of what is offered on these next pages will be of help to you.

With love and appreciation,
Cathy Bollinger, MA, MT-BC

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Suggestions For Song Use

- Try to talk about the messages between songs rather than during the songs.
- Repeat songs often to build understanding of concepts and issues.
- Frequently offer a variety of examples from real-life situations.
- Find situations throughout the day to highlight messages in the songs. As the opportunity arises, say "Remember the song" or hum the tune to remind him/her what behavior is needed.
- Utilize the songs by asking questions about them in a way that relates to the child's experiences.
- Laminate and create a songbook for each child.
- Copy, cut out, and laminate each of the song choices found in the back of the book. A song choice board can be constructed using poster board and Velcro®.
- Substitute your own pictures when appropriate.
- Involve fine-motor and gross-motor movements (clapping, stamping, hand movements, instrument playing).
- When listening to only a portion of a song, slowly fade the music out before stopping the song.
- Refer to the activities found after each song in order to reinforce messages.

People Like It When I Say Hi



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People Like It When I Say Hi

Chorus

People like it when I say "Hi" to them.
People like it when I say "Hello."
There are many times each day when "Hi" can be good to say.
People like it when I say "Hi."

I can say "Hi" to my mom when I wake up in the morning.
I can say "Hi" to the bus driver on the way to school.
I can even say "Hello" when I see someone in the hallway.
And when I meet someone new, saying "Hi" is good to do.

Repeat Chorus

I say "HI." You say "HI."
I say "HOW ARE YOU?" You say "FINE, THANKS. HOW ARE YOU?"
"GREAT."

Good job, real fine. Let's try it one more time.

I say "HI." You say "HI."

I say "HOW ARE YOU?" You say "FINE, THANKS. HOW ARE YOU?"
"GREAT."

Now try this after us, a friendlier voice is an added plus.

I say "HI." You say "_____."

I say "HOW ARE YOU?" You say "_____."
"GREAT."

I can say "Hi" to my neighbor when he comes over.
I can say "Hi" to my teacher when I get to school.
I can say "Hi" to some friends when I see them in the lunchroom.
And when I meet someone new, saying "Hi" is good to do.

Repeat Chorus

And now that we have practiced "Hi," I think it's time to say "Goodbye."
Goodbye.

People Like It When I Say Hi (capo 1)

Chorus

^A ^D ^E ^A ^D ^E
People like it when I say "Hi" to them. People like it when I say "Hello."

^D ^E ^A ^D
There are many times each day when "Hi" can be good to say.

^D ^E ^A
People like it when I say "Hi."

^D ^A
I can say "Hi" to my mom when I wake up in the morning.

^E ^A
I can say "Hi" to the bus driver on the way to school.

^D ^A
I can even say "Hello" when I see someone in the hallway.

^E ^{E7}
And when I meet someone new, saying "Hi" is good to do.

Repeat Chorus

(Muffle guitar strings and play rhythm.)

I say "HI." You say "HI."

I say "HOW ARE YOU?" You say "FINE, THANKS. HOW ARE YOU?"
"GREAT."

Good job, real fine. Let's try it one more time.

I say "HI." You say "HI."

I say "HOW ARE YOU?" You say "FINE, THANKS. HOW ARE YOU?"
"GREAT."

Now try this after us, a friendlier voice is an added plus.

I say "HI." You say "_____."

I say "HOW ARE YOU?" You say "_____."
"GREAT." E

^D ^A
I can say "Hi" to my neighbor when he comes over.

^E ^A
I can say "Hi" to my teacher when I get to school.

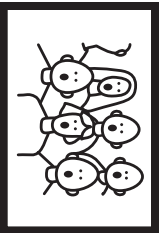
^D ^A
I can say "Hi" to some friends when I see them in the lunchroom.

^E ^{E7}
And when I meet someone new, saying "Hi" is good to do.

Repeat Chorus

And now that we have practiced "Hi," I think it's time to say "Goodbye." ^D ^E ^A
Goodbye.

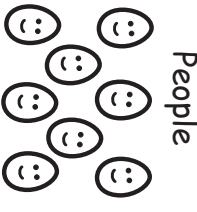
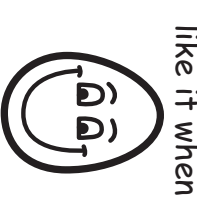
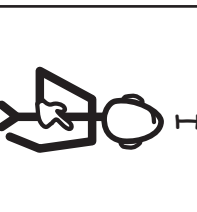

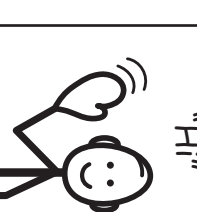
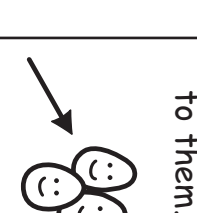
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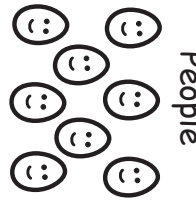
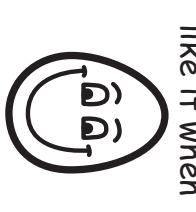
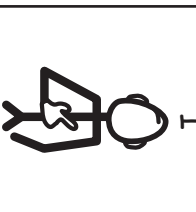




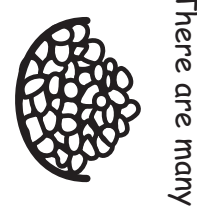
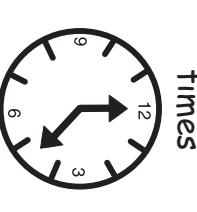
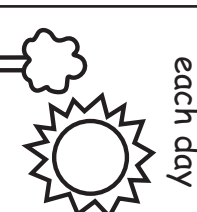



(Chorus)

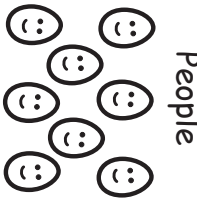
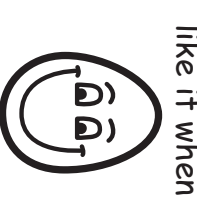
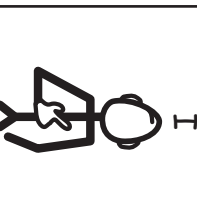

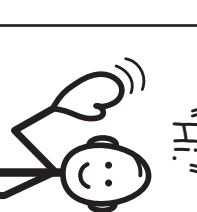
People Like It When I Say Hi



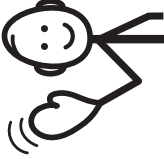


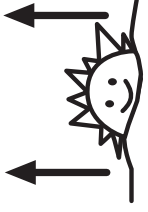
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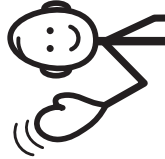
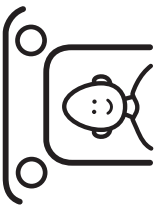

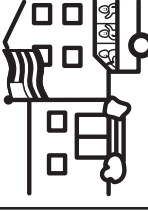
 <p>People</p>	 <p>like it when</p>	 <p>I</p>	 <p>say</p>	 <p>"Hi"</p>	 <p>to them.</p>
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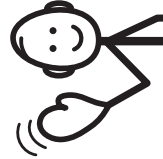

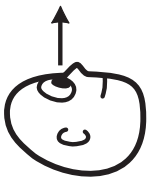
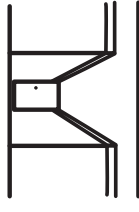
 <p>People</p>	 <p>like it when</p>	 <p>I</p>	 <p>say</p>	 <p>"Hello."</p>
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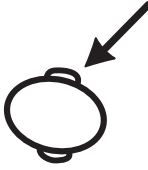

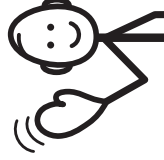

 <p>There are many</p>	 <p>times</p>	 <p>each day</p>	 <p>when "Hi"</p>	 <p>can be good</p>	 <p>to say.</p>
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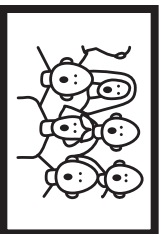
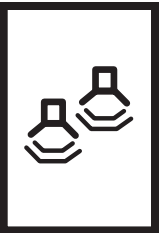
 <p>People</p>	 <p>like it when</p>	 <p>I</p>	 <p>say</p>	 <p>"Hi"</p>
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I can 	say 	"Hi" 	to my Mom 	when I wake up 	in the morning. 
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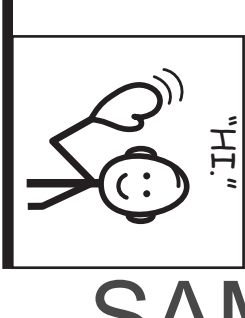
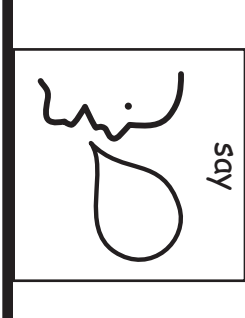
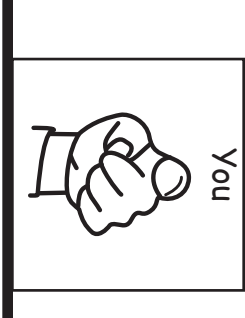
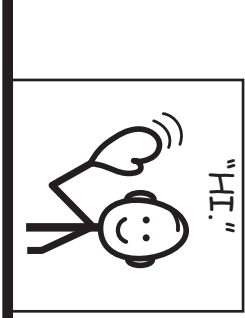
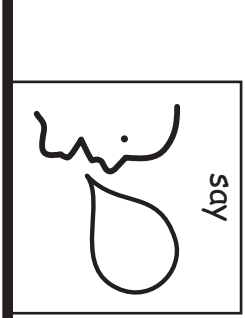
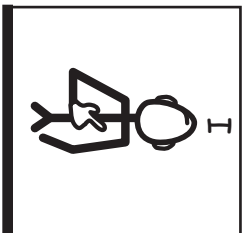
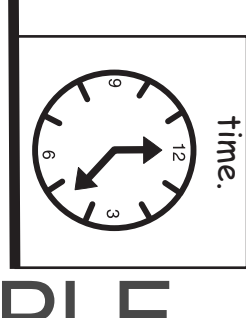
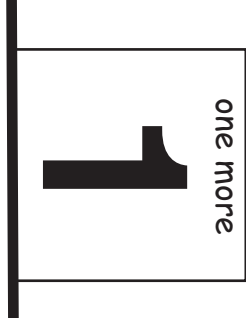
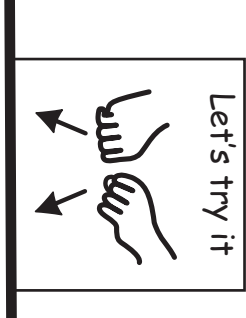
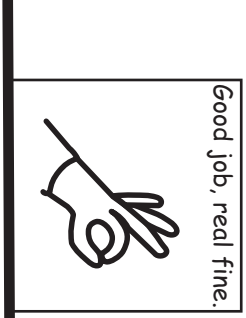
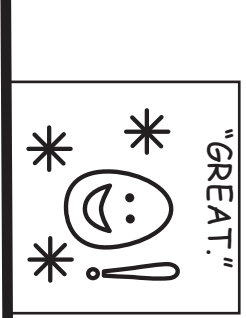
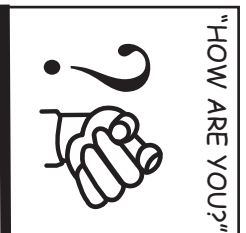
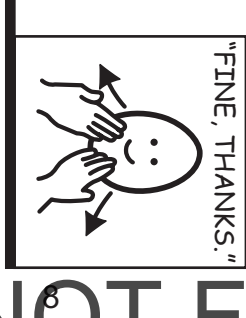
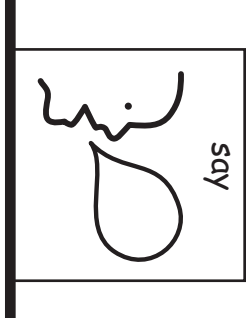
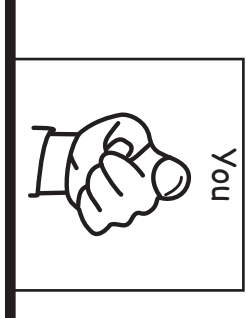
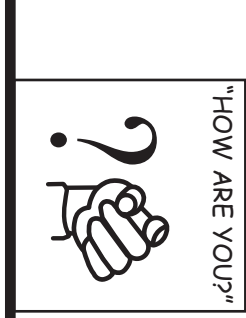
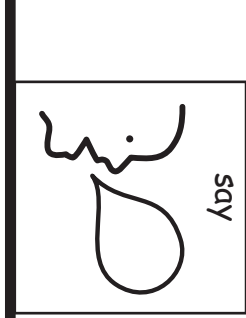
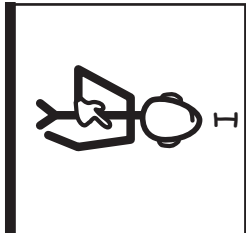
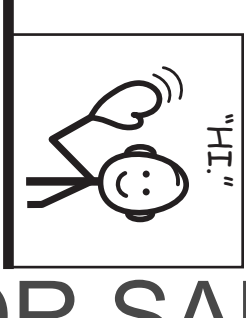
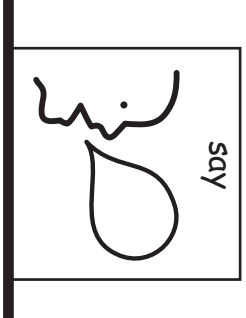
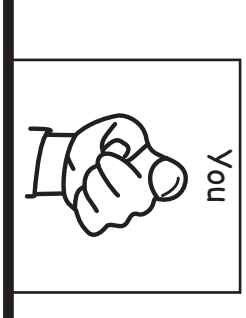
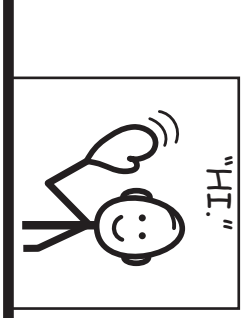
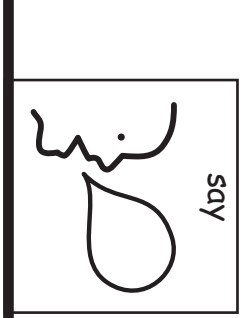
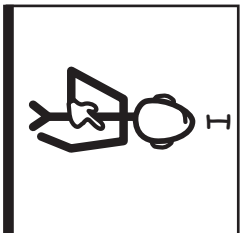
I can 	say 	"Hi" 	to the bus driver 	on the way to 	school. 
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I can even 	say 	"Hello" 	when I 	see someone 	in the hallway. 
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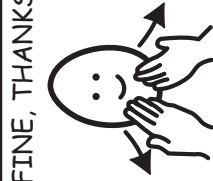
And when I 	meet 	someone new, 	saying 	"Hi" 	is good to do. 
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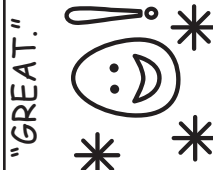
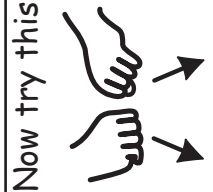
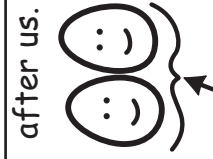



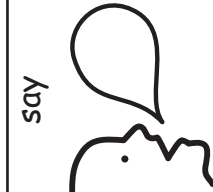
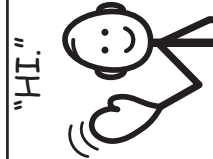
(Repeat Chorus)

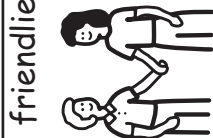
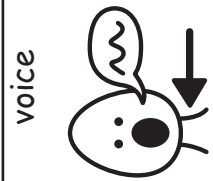




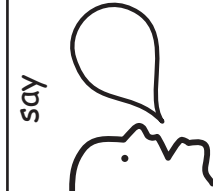

<p>I</p> 	<p>say</p> 	<p>"HOW ARE YOU?"</p> 
--	--	---






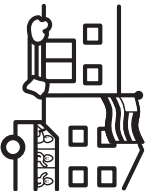


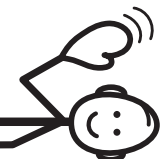
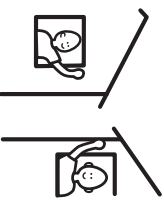










<p>You</p> 	<p>say</p> 	<p>"FINE, THANKS."</p> 
--	--	--

<p>"GREAT."</p> 	<p>Now try this</p> 	<p>after us.</p> 
--	--	---


<p>I</p> 	<p>say</p> 	<p>"HI."</p> 
--	--	--

<p>A friendlier</p> 	<p>voice</p> 	<p>is an added plus.</p> 
--	---	---


<p>You</p> 	<p>say</p> 	<p>"</p> 
--	--	--

 I can	 say	 "Hi!"	 to my teacher	 when I get to	 school.
 I can	 say	 "Hi!"	 to my neighbor when	 he	 comes over.
 You	 say	 " _____ "	 " _____ ?"	 "Great!"	
 I	 say	 "HOW ARE YOU?"			

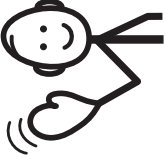
I can




say




"Hi"




to some friends



when I see them in



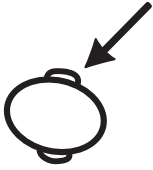
the lunchroom.



And when I meet



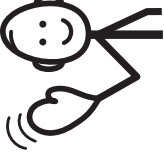
someone new,




saying





"Hi"



is good

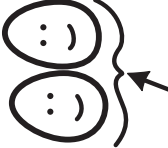


to do.

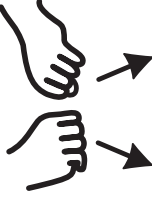




(Repeat Chorus)

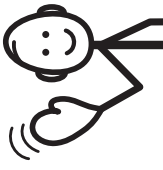
And now that we




have practiced




"Hi,"



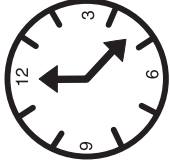
I




think




it's time to

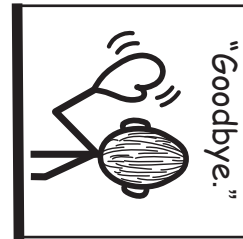
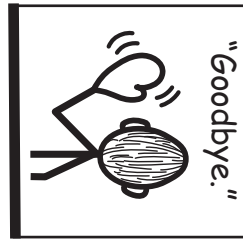
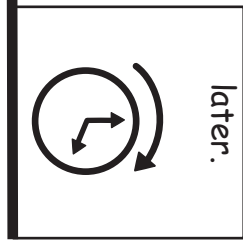
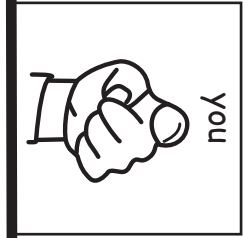
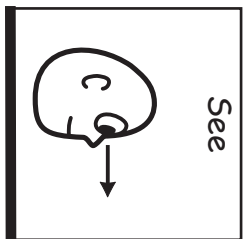
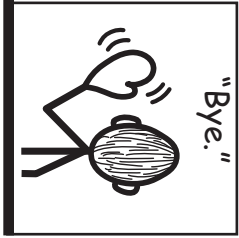
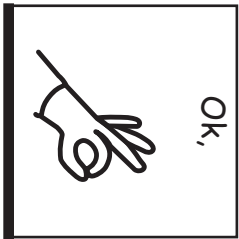


say



"Goodbye."





Activity Suggestions

Hello Song Activity

Use this song as a hello song at the beginning of your group. After listening to or singing the song, go around the circle and say "Hello" to the child on your left. If the child is nonverbal they can wave or sign "Hello." Remember to point out any positive aspects of each child's greeting while adding reminders. For example, "Wow, Linda, what a beautiful smile you gave Sally! Can you say "Hi, Sally?" If this seems too difficult simply model saying "Hi, Sally" so the child is repetitively hearing these words. Or, "Nicely said, Matt! Remember to look towards Justin's eyes when you say Hi."

Role Play

Role play saying "Hello" using Boardmaker symbols or photographs. These could include: Mom, the bus driver, a friend, someone new, a neighbor, and a teacher. Additional symbols can be added that are specific to your child(ren). Choose one symbol and have each child practice saying "Hello" as you pretend to be the person in the chosen symbol. This can be made into a game where pictures are folded and placed in a bag and children take turns picking one. Take it a step further by practicing in the natural environment. Go to the lunchroom before lunch is being served or walk down the hall when it is relatively quiet. Then role play saying "Hello" to a friend.

Make A Hello Folder

As the child says hello to each person in the folder, pull his/her picture off and put it in the pocket. Refer to the diagram on the following page.

Take It With You

Mount the Hello symbol on a popsicle stick to use as a reminder while walking down the hall or getting on the bus, etc. Progress from using the mounted symbol to having the symbol in your pocket as a reminder.

Make A Plan

After listening to the song, make a plan for saying "Hello" to three people today. Use symbols to reinforce choices.

Make A Hello Board

Construct a Hello Board out of poster board or foam core. Use photographs or symbols from the following pages to represent people you could say "Hello" to throughout the day.

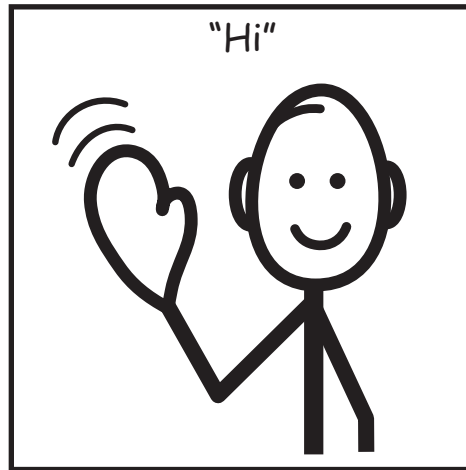
Fill In The Blanks

Practice saying "Hi" as you fill in the blanks in the middle of the song.

Activities

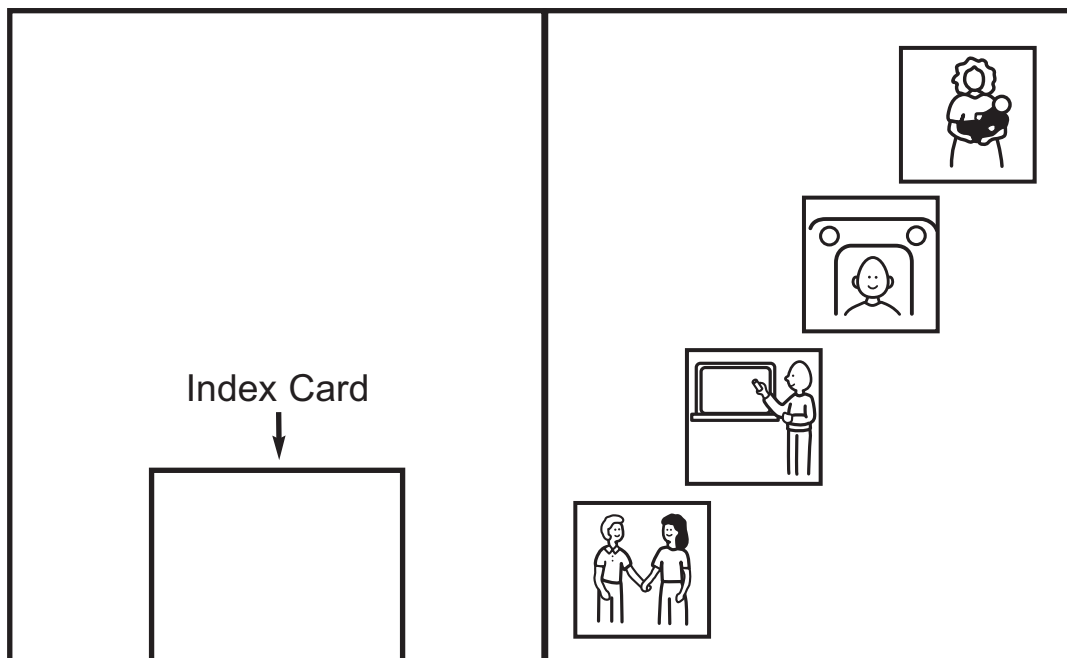
Take It With You

Directions: Photocopy this page, then cut out the Hi symbol below, laminate it, and attach it to a tongue depressor or popsicle stick.



Make A Hello Folder

Directions: Below is an example of a Hello Folder that you could make using instant photographs of key people or the Boardmaker symbols on the following pages. Make a pocket for storing the symbols by taping a 4x6 inch index card to the bottom of the left side of the open file folder. Use Velcro to attach the symbols to the folder.



Symbols

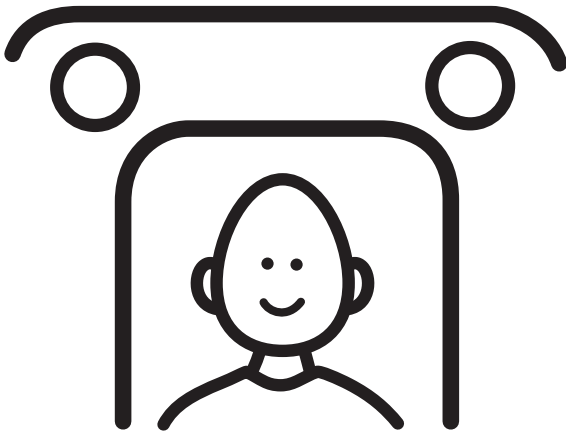
"Hi"



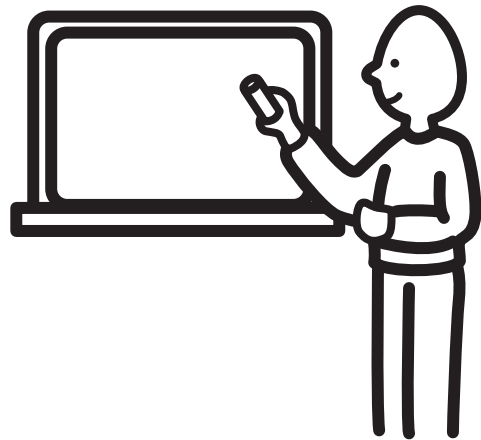
mom



bus driver

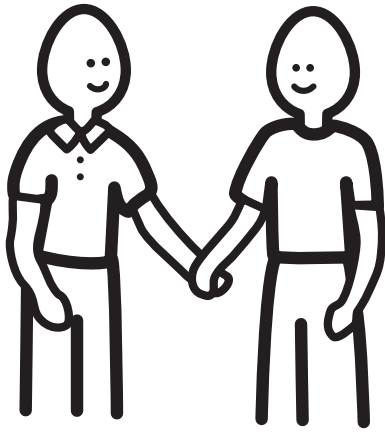


teacher

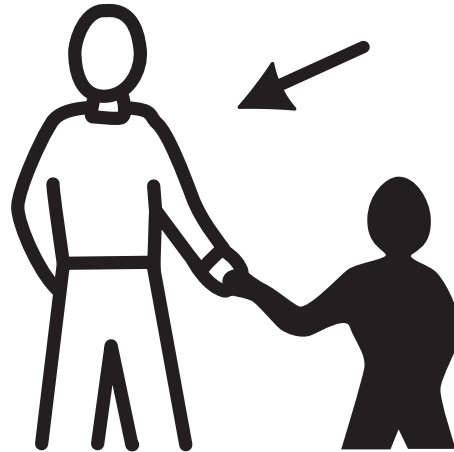


Symbols

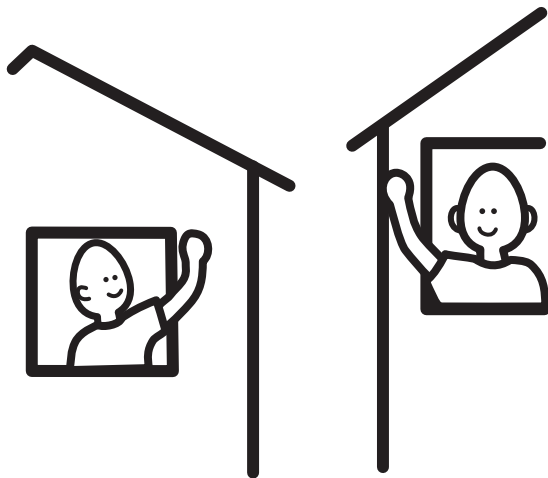
friend



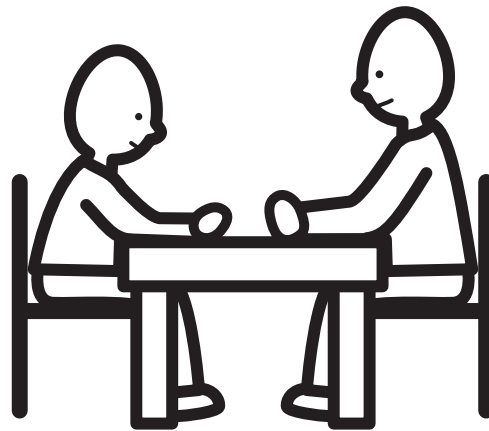
dad



neighbor



friend in lunchroom





Mayer-Johnson

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U.S.A.
mayer-johnson.com

SAMPLE - NOT FOR SALE