

Early Childhood Newsletter

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Marcia Humpal, M.Ed., MT-BC, Editor

A publication of the American Music Therapy Association's Early Childhood Network

[The information contained in this newsletter does not necessarily reflect the opinions of AMTA, the network co-chairs, or the editor]

Welcome to the 2004 Early Childhood Newsletter. This is our second edition to appear online. We hope that you will find the information contained herein both interesting and useful. Please contact us if you have any item of business for the next meeting of the Early Childhood Network. We will meet during the Special Target Populations Network Session on Friday, November 19th at 11:00 at the national conference in Austin, TX.

We are always seeking articles and information for the newsletter, so please e mail Marcia with any contribution you might have.

These are exciting times for those of us who are fortunate to work with young children. Let's share our ideas and successes with our colleagues. We look forward to hearing from you and seeing you in Austin.

Early Childhood Network co-chairs,

Marcia Humpal, M.Ed., MT-BC
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Included in this issue:

- Report of the 2003 Early Childhood Roundtable
- Presentation Material Sharing, Speakers, Contact Persons, Mentors
- Research Opportunity [**time-sensitive – note deadline for response**]
 - Distance Learning Options
 - Spreading the News...
- *Annotated Bibliography of Articles Specifically Related to Music Therapy with Young Children: from Music Therapy Journals, 1990 – 2000*
- *Using a Music Therapy Collaborative Consultative Approach for the Inclusion of Young Children with Autism in a Childcare Program*

**Early Childhood Music Therapy Special Target Population
Roundtable Session Report
American Music Therapy Association Conference
Minneapolis, Minnesota
November 21, 2003**

As each Special Target Population group was charged with developing a “plan of action for its specialized needs as music therapists working in that area,” the Early Childhood Music Therapy Network Roundtable Session devoted the entirety of its time to this task.

The following are the results of a brainstorming discussion, in which all possible ideas were listed. For greater clarity in organization, the initial list was organized into three categories:

(1) Public Relations/Advocacy, (2) Research and (3) an Educational/Support component. Within each category the group members present identified an *area of most immediate need*. These specific areas are designated with asterisks and are the first items mentioned in each category below. Any additional information has been added in notes related to each area. Action items marked with + are further addressed in this newsletter.

- **Public Relations/Advocacy**

- *Presentations* +*
 - Develop list of presentations already given in field (annotated)
 - Could be adapted for videos
 - Encourage academic programs to teach about early childhood music therapy and keep current
 - Early childhood music therapists could be guest lecturers at universities.
- Newsletter (Early Childhood Network already has newsletter+)
- Web site
- Satellite broadcast
 - Video and written (monograph) components
 - Affiliate relations
 - Critical mass
 - Target areas
- Public Relations materials/advocacy
- Develop mentor lists+

- **(2) Research**

- *Select a liaison to academicians to encourage research in early childhood**
 - Dena Register volunteered to serve in this capacity +
- Literature lists/bibliography +
- Possible areas for research
 - State/regional differences
 - Urban vs. rural settings
 - Socioeconomic differences
 - Music/music therapy services differences

- **(3) Educational/Support component**

- *Investigate web courses pertinent to early childhood music therapists**
 - Beckie Tweedle volunteered to serve in this capacity +

- Web site (+note – early childhood newsletter currently is posted on AMTA web site)
- Product development
- Methodologies
- CMTE courses
- Advanced training
- Presentations
- Regional networks
- Video conferencing
- Literature lists/bibliographies +

The networking session was well attended by clinicians, educators and students. All participants want this venue to continue, and suggest that more in-depth publicity be given to the event prior to and during the national conference. Attendees recommended that the conference program list each specific special interest group that will be meeting. By acclamation, it was decided that Marcia Humpal and Ronna Kaplan would continue to co-chair the early childhood network.

Respectfully submitted,

Ronna S. Kaplan, MA, MT-BC and **Marcia E. Humpal, M.Ed., MT-BC**
Co-chairs, Early Childhood Music Therapy Network

The following early childhood music therapists have provided information and are willing to be contacted regarding their areas of expertise. *Please refer to the **AMTA Sourcebook** for their e mail addresses, mailing addresses, and phone numbers.*



Presentation Material Sharing

Petra Kern (autism; integrated therapy; child care; integration/inclusion; Sound Path playground; teachers and caregivers)

Patti Catalano (preschool inclusion)

Angie Snell (government relations, service delivery, inclusion, etc.)

Dena Register (early intervention, literacy, socialization)

Marcia Humpal (inclusion, parent/tot classes, consultation, play and music)

Ronna Kaplan (socialization; activities for babies/young children and families; music therapy and speech/language needs; Orff Schulwerk; interdisciplinary collaboration; autism; NICU; longitudinal case studies)

Speakers

Angie Snell (early childhood, inclusion, social skills, autism)
Varvara Pasiali (early intervention, autism, positive behavior supports, inclusive classrooms)
Ruthlee Adler (private practice, consultant, early childhood and autism, special education, early intervention, expressive arts [collaboration/integration], GT, developmental skills)
Patti Catalano (early childhood)

Contact Persons

Deb Nielsen – Iowa
Patti Catalano – Washington
Michelle Glidden – MA
Angie Snell – MI
Varvara Pasiali – OH
Beth Schwartz – NY
Wendy Zieve – WA
Ruthlee Adler – MD
Dena Register – KS
Ronna Kaplan – OH
Marcia Humpal – OH

Mentors

Deb Nielsen (early childhood/Headstart)
Patti Catalano (Early Childhood Special Ed.)
Michelle Glidden (Birth – 3)
Angie Snell (Early Childhood/Autism/Behavior Management/Legal issues/Advocacy)
Varvara Pasiali (Private Practice/Headstart/At-risk/Autism)
Beth Schwartz (Early Intervention 3 – 5/ Government Relations)
Ruthlee Adler (Private Practice/LD/Autism/MR/DD/GT)
Sayaka Abe (Research on music therapy in Early Childhood)

Research Opportunity

Friends and Colleagues,

In Minneapolis we discussed the need for an **organized early childhood research agenda** and a **plan to create partnerships between music therapy training programs and clinicians** in order to carry out this agenda. It is my pleasure to serve as a liaison in this effort and to coordinate communication and activities among the interested parties. **While there is some research literature that supports the use of music to facilitate non-music goals for young children, none of the literature discusses the cost benefit of the work that we do.** Often music therapists are able to reach a larger number of children of varying ability levels in a

more efficient manner than classroom teachers or other therapists. Unfortunately, these results are not evident in the current research literature.

Using **multi-site research** to document these effects would be incredibly beneficial for our profession and allow us to create a network of both program and individual references. The initial step of this process includes compiling a list of interested individuals that are willing to participate in research relevant to work that they are currently conducting. In an effort to assess our resources and interests as a group **I would like to hear from any interested parties**. Please send an e-mail that includes your contact *information, facility or site, geographic location, population (including age and diagnosis, if applicable), a brief description of your program (i.e. how often you see clients, individual or group, specific protocols you use, etc.)* and how you currently measure progress in your clients. Please send your information to me at register@ku.edu or contact me by phone at (785) 864-9634 before **September 30th**.

With your help, I hope to have a proposal compiled for discussion at our meeting in Austin.

I look forward to hearing from you!

Dena Register, PhD, MT-BC
register@ku.edu

Distance Learning Options

Rebecca Tweedle, M.Ed., MT-BC

Opportunities for acquiring knowledge and skills through distance learning have grown tremendously in the past few years. The *advantages* of distance learning include:

- saving time and gas money (a big savings right now!)
- learning at your own pace
- scheduling the learning experience at a time that is convenient for you.

The *disadvantage* is the lack of face-to-face contact with an instructor and other class members. In many courses, the lack of personal contact is compensated for by on-line chats with the instructor and other class members and/or on-line postings on class topics.

The following listing includes web sites where you can browse distance learning opportunities:

www.ed-x.com
www.worldwidelearn.com
www.directoryofonlineschools.com
www.allonlineschools.com
www.dlcoursefinder.com
www.petersons.com/distancelearning

One specific site that has been mentioned before in this newsletter is worth mentioning again. The site, www.eduworkshops.com, offers courses specific to educators who work with students with severe disabilities. The courses are taught by instructors with a great deal of experience in the field.

Spreading the News...

Early childhood music therapists have been busy authors this year. The following is a representative sample of what has been published in a variety of venues.

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Allgood, Nicole . (2003). Music and sensory integration for children with autism spectrum disorders. *Early Childhood Connections*, 9 (4), 21 – 26.

Humpal, Marcia & Wolf, Jan. (2004). Music in the inclusive environment. In Freiberg (Ed.), *Educating Exceptional Children 04/05*. Guilford, CN: McGraw-Hill/Dushkin.

Humpal, Marcia. (2004). Reflections on Orff music therapy. *Voices: A World Forum for Music Therapy*, 4 (1), http://www.voices.no/discussions/discm29_01.html

Luce, David W. (2004). Music learning theory and audiation: Implications for music therapy clinical practice. *Music Therapy Perspectives*, 22 (1), 26 – 33.

Register, Dena. (2004). The effects of live music groups versus an educational children's television program on the emergent literacy of young children. *Journal of Music Therapy*, XLI (1), 2 – 27.

Robb, Sheri L. (2003). Music interventions and group participation skills of preschoolers with visual impairments: Raising questions about music, arousal, and attention. *Journal of Music Therapy*, XL (4), 266 – 282.

Rubio, Yani Trevin. (2003). Special children, the classroom, and music therapy. *Early Childhood Connection*, 9 (3), 37 – 42.

Voigt, Melanie. (2003). Orff music therapy: An overview. *Voices: A World Forum for Music Therapy*, 3(3). Art.#129. <http://www.voices.no/mainissues/mi40003000129.html>



Annotated Bibliography of Articles Specifically Relating to Music Therapy with Young Children: from Music Therapy Journals (1990 – 2000)

Condensed from the article by the same name, found originally in Hallquist, M. (Ed.). *Music Therapy in Early Childhood: Special Edition of Early Childhood Connections*, 7 (2). Spring, 2001.

**Note: Look for a much more extensive list to be included in the upcoming AMTA Best Practices Monograph series (Early Childhood and School Age edition).*

Journal of Music Therapy:

Cassidy, J. & Ditty, K. (1998). Presentation of aural stimuli to newborns and premature infants: An audiological perspective. *Journal of Music Therapy*, 35 (2), 70-87.

This study examines the presentation of musical stimuli to babies and how knowledge learned from the field of audiology might be used to formulate a standard protocol.

Cassidy, J. & Standley, J. (1995). The effect of music listening on physiological responses of premature infants in the NICU. *Journal of Music Therapy*, 32 (4), 208-227.

This study notes that music had a noticeably positive effect on oxygen saturation levels, heart rate, and respiratory rate of very low birthweight infants for whom sensory stimulation is usually restricted.

Colwell, C. (1994). Therapeutic application of music in the whole language kindergarten. *Journal of Music Therapy*, 31 (4), 238-247.

Analyses indicated that both (a) song rehearsal of text set to music and (b) spoken and song rehearsal of book text set to music facilitated greater text accuracy than (c) only spoken rehearsal of the book text.

Humpal, M. (1991). The effects of an integrated early childhood music program on social interaction among children with handicaps and their typical peers. *Journal of Music Therapy*, 28 (3), 161-177.

The purpose of this study was to examine the effects and benefits of a pilot inclusive preschool music program on both the children with disabilities and their typical peers. Interaction among the children increased following the music therapy intervention phase.

Malone, A. (1996). The effects of live music on the distress of pediatric patients receiving intravenous starts, venipunctures, injections, and heel sticks. *Journal of Music Therapy*, 33 (1), 19-33.

This article examines the use of music therapy as an effective, non-invasive method of pain management with pediatric patients.

Robb, S. (2000). The effects of therapeutic music interventions on the behavior of hospitalized children in isolation: Developing a contextual support model of music therapy. *Journal of Music Therapy*, 37 (2), 118-146.

Statistical analyses revealed that: (a) the music environment possessed more environmental support elements than other activities typically experienced by hospitalized children and that (b) therapeutic music interventions elicited more engaging behaviors from hospitalized children than did other hospital activities.

Standley, J. & Madsen, C. (1990). Comparison of infant preferences and responses to auditory stimuli: Music, mother and other female voice. *Journal of Music Therapy*, 27 (2), 54-97.

In this study, a significant interaction was found between the infants' ages and preferences of auditory stimuli.

Wolfe, D. & Horn, C. (1993). Use of melodies as structural prompts for learning and retention of sequential verbal information by preschool students. *Journal of Music Therapy*, 30 (2), 100-118.

This study found that students learn information set forth within familiar melodies more quickly than when the information is presented via unfamiliar melody or spoken conditions.

Wolfe, D. & Jellison, J. (1995). Interviews with preschool children about music videos. *Journal of Music Therapy*, 32 (4), 265-285.

Results are discussed related to "intended" educational messages in commercially produced materials and to the factors that may influence children's recall of "educational material."

Wolfe, D. & Stambaugh, S. (1993). Musical analysis of Sesame Street: Implication for music therapy practice and research. *Journal of Music Therapy*, 30 (4), 224-235.

The various ways music is employed in the production of Sesame Street are categorized and described.

*Music Therapy**:

**Music Therapy* was the official journal of the former American Association of Music Therapy. When this organization merged with the former National Association for Music Therapy and the two became the present American Music Therapy Association, *Music Therapy* ceased publication.

Briggs, C. (1991). A model for understanding musical development. *Music Therapy*, 10 (1), 1-21.

This very thorough article is structured to begin placing the research related to musical development into a model that integrates musical research with accepted models of child development.

Hibben, J. (1992). Music therapy in the treatment of families with young children. *Music Therapy*, 11 (1), 28-44.

This study illustrates the value of music in helping generations communicate, as well as in objectifying and working through family alliances and roles.

Jacobowitz, R. (1992). Music therapy in the short-term pediatric setting – practical guidelines for the limited time frame. *Music Therapy*, 11 (1), 45-64.

Suggesting the need for a crisis intervention-oriented approach to pediatric music therapy, this article demonstrates ways music therapy can be a powerful and meaningful medium to deliver treatment in a short time frame.

Loewy, J. (1995). The musical stages of speech: A developmental model of pre-verbal sound making. *Music Therapy*, 13 (1), 47-73.

This article presents a model for using the musical development of speech as a means of understanding the level of vocal activity that occurs in a pre-verbal context.

Music Therapy Perspectives:

Gfeller, K. (1990). A cognitive-linguistic approach to language development for the preschool child with hearing impairment: Implications for music therapy practice. *Music Therapy Perspectives*, 8,47-51.

This paper outlines the basic components of a cognitive-linguistic model for language rehabilitation: levels of representation, levels of operation, and core content area. Each of these components is discussed as they relate to music therapy practice.

Gunsberg, A. (1991). A method for conducting improvised musical play with children both with and without developmental delay in preschool classrooms. *Music Therapy Perspectives*, 9, 46-51.

The author provides an analysis of the methodological steps involved in conducting Improved Musical Play (IMP), a strategy for fostering social play among children both with and without developmental delays, including a detailed description of steps involved in implementing IMP activities with young children in mainstreamed settings.

Hughes, J., Robbins, B., McKenzie, B., & Robb, S. (1990). Integrating exceptional and nonexceptional young children through music play: A pilot program. *Music Therapy Perspectives*, 8, 52-56.

This article describes a pilot program that combined pre-kindergarten Exceptional Student Education (ESE) children with their typical peers in a public school music therapy program that provided structured interaction opportunities through traditional early childhood music and social activities.

Humpal, M. (1990). Early intervention: The implications for music therapy. *Music Therapy Perspectives*, 8, 31-34.

This article reviews the history of early intervention practices and the music therapy research pertaining specifically to this age group. Implications for utilizing music therapy in the early intervention setting are discussed in an attempt to facilitate understanding of its legitimate inclusion as a unique part of an interdisciplinary approach.

Robb, S. (1999). Piaget, Erikson, and coping styles: Implications for music therapy and the hospitalized preschool child. *Music Therapy Perspectives*, 17 (1), 14-19.

This paper explores the dynamic interaction of cognitive development, psychosocial development, parent-child interactions, and coping style in the reactions and adjustments of hospitalized preschool children. The implications for music therapy interventions are discussed.

Standley, J. & Hughes, J. (1997). Evaluation of an early intervention music curriculum for enhancing prereading/writing skills. *Music Therapy Perspectives*, 15 (2), 79-86.

This study evaluates the effects of music sessions designed to enhance prereading and writing skills in an early intervention setting. Results demonstrate that music significantly enhanced print concepts and prewriting skills.

Standley, J. (1991). The role of music in the pacification/stimulation of premature infants with low birthweights. *Music Therapy Perspectives*, 9, 19-25.

This landmark study describes the problems of premature infants with low birthweights, reviews the literature on fetal and neonatal responses to auditory stimuli, and extrapolates and synthesizes research results for the development of effective early intervention techniques that incorporate music.

Standley, J. and Hughes, J. (1996). Documenting developmentally appropriate objectives and benefits of a music therapy program for early intervention: A behavioral analysis. *Music Therapy Perspectives*, 14 (2), 87-94.

This study documents the variety of developmentally appropriate activity components in the music therapy sessions, assesses responses of the young children, and evaluates teaching interactions using the standards of the National Association for Education of Young Children.

Wylie, M. (1996). A case study to promote hand use in children with Rett Syndrome. *Music Therapy Perspectives*, 14 (2), 83-86.

This case study documents significantly increased hand usage following music therapy interventions with preschool girls with Rett Syndrome.

Using a Music Therapy Collaborative Consultative Approach for the Inclusion of Young Children with Autism in a Childcare Program



Petra Kern, Ph.D.
Music Therapist BVM, MT-BC
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill

Phillip learns to greet his peers, and Ben stops crying during morning transition from home to childcare when singing their greeting songs. Andy manages the sequences required for hand washing and toileting, and participates in cleaning up when singing to him. Eric and Lucas, as well as Phillip and Ben, engage in playing the instruments in the Music Hut and interact with their classmates on the playground when singing unique songs. We all have witnessed these moments in music therapy sessions involving young children with special needs. Experiences

such as these warm our hearts, make us smile, and lift our spirits. But, do music therapy interventions really have this power and produce positive outcomes in early childhood settings? Can music therapy interventions be embedded in ongoing classroom activities and routines as it is recommended practice in early intervention? Is a music therapy collaborative consultative approach, the most integrated model of service delivery in early intervention, effective in improving the target children's skills? Working at one of the nation's oldest multidisciplinary institutes for the studies of young children and their families, I realized that these questions needed to be answered by using a valid and scientifically accepted research methodology for several reasons: (a) to evaluate the quality of my clinical practice and music therapy principles, (b) to enhance the services for young children with special needs and their families, and (c) to improve the credibility of music therapy among the early intervention/early childhood special education discipline.

In the context of the "Center-Based Early Intervention Demonstration Project for Young Children with Autism," conceptualized and implemented by Wolery and colleagues (2001) at the Frank Porter Graham Family and Childcare Program (2004), I conducted three intervention studies with young children diagnosed with Autism Spectrum Disorder involving their peers, classroom teachers, and caregivers. Young children with autism are increasingly being included in community-based childcare settings as well as receiving their therapeutic services in the context of ongoing class activities and routines. The rationale for this procedure is threefold: (a) to minimize stigma and isolation, (b) to capitalize on children's naturally occurring learning opportunities, and (c) to increase the number of experiences that promote learning (McWilliams, 1996; 2000; Wolery & Wilbers, 1994). However, environmental arrangements and child-focused interventions emphasizing the children's strength and needs are necessary for successful inclusion and skill improvement (Danko & Buysee, 2002; Sandall, McLean, & Smith, 2000).

The purpose of the cumulative case study design was to evaluate the effectiveness of embedded music therapy interventions designed for young children with autism to (a) address key difficulties during classroom routines as described above, (b) evaluate the effects of songs on children's functioning, (c) increase peer interactions, and (d) evaluate having teachers rather than music therapists to implement the intervention.

To increase the target children's independent performance, we used seven individually tailored songs and two pre-composed songs and added an outdoor music center (Music Hut) to the childcare playground (Kern, 2002). Children's individual educational goals, coupled with the strategies commonly used with children with autism, were taken into consideration in the design of the intervention and song development. Collaborative consultation, including staff development activities, occurred prior to and during each intervention. The effects of these interventions were evaluated using single-case experimental designs (Aldridge, 1996; Barlow & Hayes, 1984; Kazdin, 1982; Wolery, Bailey, & Sugai, 1988).

The results indicated positive effects on all target children's performance within the childcare routine: In eight of nine cases, the songs produced desirable outcomes. The musical playground environment facilitated the involvement of children with autism with peers. The music therapy collaborative consultative approach enabled teachers to implement interventions successfully in ongoing childcare routines. Peer-mediated strategies increased peer interactions and meaningful play on the playground. Overall, the interventions provided a value step towards inclusion for both children with and without special needs.

Working in an inclusive childcare setting, where integrated therapy is practiced, definitely changed my view and way of providing music therapy services. To have greater involvement in the field of early intervention, **I am convinced that we need to adapt our clinical practice to the needs of the children and their families, the public resources, and trends in Early Intervention/ Early Childhood Special Education. We must expand our role along the continuum of service delivery, from direct therapy only, to a combination of direct and consultative therapy, to consultative therapy only.** Collaborative consultation is an appropriate and effective way of providing interventions, and results in a more comprehensive

and holistic intervention allowing continuity of services (Furman, 2002; Humpal, 2002; McWilliam, 1996; Snell, 2002). The use of a collaborative consultative approach, in music therapy as elsewhere, plays an important role in the growth, understanding, and ultimately the broader legitimacy of music therapy as a profession. I strongly encourage music therapy colleagues working in early intervention settings to participate in controlled studies to gain more research-based knowledge of the effects of embedded music therapy in early childhood settings. Without a doubt, more research is needed to improve our services for young children with special needs and their families.

This cumulative case study was part of my doctoral studies under the direction of Dr. David Aldridge at the University of Witten-Herdecke, Germany and has been presented as a keynote at the European Congress of Music Therapy in Jyväskylä, Finland in June 2004. The conference paper "Making Friends in Music: Including Children With Autism in an Interactive Play Setting" will be published in the August 2004 issue of *Music Therapy Today* available at www.musictherapyworld.net *(see additional information below). A book chapter talking about the use of single case experimental designs in interactive play settings can be found in David Aldridge's forthcoming book *Case Study Designs in Music Therapy* published by Jessica Kingsley.

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*Petra Kern, member of the organizing committee of the European Music Therapy Conference, presented a keynote address about "[Making friends in music including children with Autism in an interactive play setting](#)". *Click on the title to read her presentation.*

Coda

Remember to:

- indicate your interest in research. Notify Dena Register by September 30th.
- attend the next meeting of the **Early Childhood Roundtable** in Austin at the Special Target Populations Networking Session on Friday at 11:00 a.m. See you there!!!

