

EDITOR

DR. PETRA KERN,
MT-BVM, MT-BC

Early Childhood Newsletter

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New Editor's Welcome

I am delighted to present you with the 12th issue of the *Early Childhood Newsletter* for 2006, which includes a variety of contributions from colleagues in the field of Early Childhood and Music Therapy.

It begins with a welcome note and reflections by the former editor Marcia Humpal. I would like to thank Marcia for her positive spirit, enthusiasm, excellence and pertinent contributions to the field of music therapy and young children. She not only started the Early Childhood Network in collaboration with Ronna Kaplan, she also published landmark articles, book chapters, and the latest monograph, introduced on page 7. I very much appreciate Marcia's encouragement and support in getting my first issue off the ground.

The 12th issue of the *Early Childhood Newsletter* has a new lay-

out, but still the same intention of providing a forum for exchange of information and ideas about research and practice in Early Childhood and Music Therapy. I am continuing to seek submissions of brief reports, reviews, ideas, news, and announcements on current developments and issues in early childhood that are of interest to colleagues.

I hope that you find this issue, which covers a range of diverse topics, inspiring. Further, I hope that at least one report, announcement or idea from this issue will provoke communication, collaboration, and subsequent action amongst colleagues.

I look forward to hearing your ideas and suggestions as I start as the new editor of the *Early Childhood Newsletter*.

Petra Kern



The new editor: Dr. Petra Kern, MT-BVM, MT-BC

Welcome...and Reflections 1996-2006

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

I would like to welcome Dr. Petra Kern as editor of the 2006 edition of AMTA's *Early Childhood Newsletter*. Petra brings to this publication a wealth of knowledge about early childhood as well as expertise in computer technology, research,

and writing. I have thoroughly enjoyed getting to know Petra; her quick wit and caring nature plus her high level of professionalism and enthusiasm made her the perfect choice to take over the editorship of this newsletter.

...and Reflections 1994 - 2006 see page 2



The former editor: Marcia Humpal, M.Ed., MT-BC

Welcome...and Reflections 1996-2006 (cont.)

As I browsed through all the past editions of this newsletter, I was struck by how quickly the years have passed since Volume 1 was published in 1996. Allow me to backtrack a little and reminisce.

In 1994, Ronna Kaplan and I submitted a proposal for an Early Childhood Roundtable to the NAMT conference committee. The proposal was accepted, and that first roundtable was very well-attended by energetic music therapists who were pioneers in providing music therapy to very young children. At the second roundtable the following year, Ronna and I agreed to chair a newly formed Early Childhood Network. NAMT endorsed this network, and approved the newsletter as a vehicle for helping members communicate; AMTA continues to support our efforts.

Since that time, music therapy with young children has become widely accepted. We have been a part of many projects that helped demonstrate how valuable our profession may be to those of a very young age. Our association has sponsored two early childhood institutes, we now have a fact sheet for *Music Therapy and the Young Child*, music therapy was the focus of a special issue of *Early Childhood Connections*, and our roundtables have been the model for the expanded networking sessions for all populations now featured at each of our national conferences by the Special Target Populations Committee.

The format of our newsletter has changed with the times. Previously hand-stamped and delivered via the U.S. mail, the newsletter is now posted electronically on the AMTA web

site. Each year, the newsletter becomes more polished. I am sure that you will be impressed this year not only by its content, but by its appearance, complete with photographs.

I have thoroughly enjoyed editing this newsletter for ten years and thank all of you who have contributed content throughout the years. I have learned much from all of you and am certain that countless little ones have benefited from the information published herein.

I look forward to seeing many of you at the networking session in Kansas City. I know that we all will continue to share in our desire to provide quality music therapy services to young children.

Nordoff-Robbins Zentrum Witten: A New Centre for Music Therapy



**New Nordoff-Robbins
Zentrum in Witten,
Germany**

By Professor Dr. David Aldridge, Professor Dr. Lutz Neugebauer, and Dr. Simon Gilbertson.

The Nordoff-Robbins Zentrum Witten is a new centre for music therapy founded and led by Prof. Dr. Lutz Neugebauer and Prof. Dr. David Aldridge. Dr. Simon Gilbertson joined the team as a resident specialist for music therapy with children with neurological disease and traumatic brain injuries. Building upon their combined years of experience in music therapy, music therapy research, music therapy education and music

therapy economics, the team has created a new centre for music therapy housed in a stunningly beautiful 1860-built villa in the heart of Witten.

The centre provides both in-house and outreach music activities for newborn babies and their mothers, children of all ages and also adults. The centre is involved in institutional co-operation and provides many services of the music therapy profession including professional supervision, information infrastructures for net-based international research co-operation, internships, a

case study archives and conference facilities. As an integral part of the community, the centre carries out project development in music, art, and culture.

The Nordoff-Robbins Zentrum Witten is a place where all are welcome. If you would like to know more about the Centre visit us on the Web:

http://web.mac.com/nordoff_robbins/iWeb/NRZENTRUM

Music Therapy With Children who Have Experienced Traumatic Brain Injury

By Dr. Simon Gilbertson.

Traumatic brain injury is one of the most sudden and devastating forms of human illness. Advances in medical practice, particularly in the areas of neurosurgery and radiology have led to a reduction of deaths related to secondary processes of neurological insult or illness. These advances bear their own sequelae; children survive the initial trauma but with severe damage. Health care providers are challenged to develop relevant and effective treatments and rehabilitative strategies to meet the specific needs of these children.

In the Western world, music therapy has been provided for these children since the early 1980's. There are a variety of approaches within music therapy, the commonality between these is the use of music to facilitate and encourage thera-

peutic change through realizing the communicative, cognitive, expressive and creative potentials that these children can access during the process of rehabilitation (Gilbertson, in Aldridge 2005).

Therapeutic interventions need, and can be, to be tailored to meet the needs of individual patients and their characteristics. A recent research study (Gilbertson, 2005b) has shown how music therapy recognizes individual needs and adapts to meet those need. In various social and treatment settings, music therapy can promote dialogue. The implication of such dialogues is that the patient can maintain, or even recover, an identity that has a broad repertoire of possibilities. When we enter into such dialogues, then the caregivers are also offered a broader potential of identities. The patient is reintegrated within a com-

municative ecology and this prevents isolation.

Reference

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Gilbertson, S. (2005). Music therapy in early neurorehabilitation with people who have experienced traumatic brain injury. Doctoral Thesis, University Witten/Herdecke, Witten.

Dr. Simon Gilbertson can be contacted at the Nordoff-Robbins Zentrum Witten, Germany at: simong@nordoff-robbins.org



Update from Washington

By Judy Simpson, MHP, MT-BC.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) was signed into law December 3, 2004. This reauthorization extended and provided some changes to the federal law which outlines the basic requirements for the provision of special education and early intervention programs. Although draft regulations designed to help implement this law were published in the summer of 2005, final regulations have yet to be issued.

When the U.S Department of Education held public meetings

throughout the country in 2005 for interested individuals to offer comments on the regulations, AMTA was well represented, not only by members, but also by parents of students receiving music therapy services. AMTA submitted formal comments and regulatory language to the Department requesting that music therapy be explicitly listed and defined as a related service and that music therapists be listed as Early Intervention providers.

Current information from the Office of Special Education Programs (OSEP) within the Department of Education states,

“While regulations implementing the IDEA 2004 are being prepared, the regulations implementing the [1997 law](#) remain in effect, to the extent that they are consistent with the IDEA 2004 statute.”

<http://www.ed.gov/policy/special/guid/idea/idea2004.html>

Once the final regulations are published, AMTA will continue its advocacy with the U.S. Department of Education for any necessary clarification regarding music therapy as a related service.

“AMTA will continue its advocacy with the U.S. Department of Education.”



**Grandparenting:
New York
Licensing
and
other important
information**

Early Childhood Music Therapy Special Target Population Roundtable Session Report

2005 American Music Therapy Association Conference, Orlando, FL

By Ronna Kaplan, MA, MT-BC and Marcia Humpal, M.Ed., MT-BC.

Notes from 11.18.05

1. Welcome and Introductions
2. Year in review highlights (Early Childhood successes throughout 2005)
 - Government relations*
 - IDEA Key points: The organizations (AMTA, state organizations, etc.) should speak for the music therapists, and the US govt. wants to hear from families.
 - Importance of including music therapy in the wording of goals and other documentation, e.g. interventions/procedures, # measures, based on experience in Ohio where MT was accused of practicing speech therapy
 - Objectives may be listed under music standards but are still in the social, communication, etc. domains.
 - Coaching model — primary therapist
 - Consult model/training
 - Broader reach for music therapy
 - New York licensing “grandparenting”— have hired lobbyist. Strategy of waiting for report at the AMTA Business meeting and from the AMTA web site was recommended. However, deadline for application is December 31, 2005.
 - Publications*
 - Humpal (ed.) monograph should be released in 2006.
 - Dena Register’s literacy book for AMTA should be released in 2006 as well.
 - MENC has a book geared to 2nd grade and up.
3. Research reports
 - Dena Register and Petra Kern* are still developing their multi-site project to research music and math behaviors, including a teacher training component. They are presently seeking funding for traveling and training staff.
 - Darcy Walworth* discussed the SCERTS model of assessment for autism (Prizant, Wetherby, et al). Her research has involved 21 music therapists and represents work with 135 clients to date. You can still send her videos.
4. Playground report (Angie Snell, Petra Kern): Angie reported that in her community (Monroe, MI) she received a grant to build a “Sound Path” playground based on Petra’s research. The “Music Hut” will come later. They are focusing on a training piece with Petra’s assistance. Step one involved the special education program, step 2 the elementary schools and step 3 the public parks.
5. Newsletter:
 - Dena Register and Petra Kern volunteered to be new editors of the newsletter.
6. Plans for 2006
 - Many suggestions were given for CMTE’s for the coming year: MT on playgrounds, how MT’s help kids become “prompt-independent,” grant-writing, marketing, clinical approaches in early childhood MT, clinical interventions in early childhood MT, moving into the community (Note: Beth McLaughlin volunteered to help with CMTE submission).

Roundtable Session Report (cont.)

7. Related organizations for conference attendance and presentations (updated 5-21-06):

National Association for the Education of Young Children www.naeyc.org

Next conferences: November 8-11, 2006, Atlanta, GA

November, 7-10, 2007, Chicago, IL

Call for papers: Typically in March for annual conference

You can search on the web site for affiliate conferences in your state or region.

Also search www.naeyc.org/ece/links/asp for an extensive list of related organizations' websites and their conference type, date and location.

Zero to Three www.zerotothree.org

Next conference: December 1-3, 2006, Albuquerque, NM

Call for papers: Typically in mid-February for annual conference

Council for Exceptional Children www.cec.sped.org

Next Annual Convention & Expo: April 18-21, 2007, Louisville, KY

You can pull up www.cec.sped.org/pd/meet.html for an extensive list of conferences through 2008.

Music Educators National Conference www.menc.org

Next conference: April 19-23, 2006, Salt Lake City, UT

Call for papers: Typically due in mid-March, every other year.

Early Childhood Music and Movement Association www.ecmma.org

Next conference: August 3-6, 2006, San Diego, CA

Parents as Teachers www.parentsasteachers.org

Next conference: April 2-5, 2007, St. Louis, MO

National Autism Association www.nationalautismconference.org

Call for papers: Typically due in mid-August

The AMTA Affiliate Relations committee also lists the Autism Society of America (ASA), Williams Syndrome, etc.

8. Other topics of interest to group:

- Continuing education opportunities — PLAY (related to Greenspan Floor Time method)
- Other topics/methods driven by children's needs in various places of employment: Miller Method, Verbal Behavior, etc.
- Award/certificate of appreciation call for nominations, related to clinical expertise and the networking aspect

9. Music experience and/or product sharing

- Charlotte Diamond — books, CD's puppets (Canada): "Slippery Fish," "I Am a Pizza" with new words
- Noggin.com (Nickelodeon — Lori Berner, 3 CD's): "Drive My Car," "I Know a Chicken"
- Parachute Express: "I Am a Choo Choo Train" (sticks with partners, chairs in row, long pieces of cloth, or infants in laps); "Bicycle Song"
- OT CD's: "Waiting Game"
- "Time to Sing" series — recommended for parents, Amazon.com

**Conferences of
related
organizations**





Anita Louise Steele
Associate Professor and
Director

Studying the Effects of a Dedicated Music Curriculum on Word Recognition

See it, Say it, Play it

**By Anita Louise Steele,
M.M. Ed., MT-BC.**

A 1995 report by the United States Department of Education predicted that 17.5% of children would have identified reading problems in their elementary years. A study conducted at Ohio University looks at the effect of a reading enhanced music curriculum on word recognition using a pre-post text design with an experimental and control group. Subjects were children K-2nd grade attending a six-week summer reading camp held on campus that tested in the lower 25% on the Slosson word recognition test. These 39 children were given a 20-word recognition test of selected key words from songs to be presented in to the experimental group.

Board certified music therapists and student assistants conducted all music groups for the control and experimental groups. Children in the control group were seen 3-4 times in large group music activities. Children in the experimental group were seen for 30-minute sessions, 3-7 children in each session, and four days a week over the six-week period.

Music activities presented to the control group consisted of typical camp action songs, team songs, and drumming. The experimental group was exposed to a reading enhanced music program built upon the previous research of Standley and Hughes (1996), Register (2001) and Colwell (2002) and a presentation sequence suggested by known research on the effects of musical stimuli. Music experiences within each session were designed to first alert the children and focus their attention, followed by the introduc-

tion of activities to promote word recognition (cognition), and ending with calming experience in preparation for transition back to the classroom.

“See it, say it, play it” was the method used to engage the children with words. Attention was given to the initial sound of selected words and the “sounding out” of syllables. Care was taken to avoid the possible effects of over-repetition by creating new settings for subsequent presentations of songs. Targeted “key words” within the songs were presented visually to the children, read phonetically aloud, clapped and sung. Later the words served as cues for playing assigned melodic, chorded, or percussive instruments within the context of the song. Labeling categories selected for the study included animals, food, as well as common words (mother, daddy, school, and names of group members). Songs selected were appropriate for the age group or were composed. Traditional songs included, “Miss Mary Mack,” “The Zoo Song,” “Down by the Station,” and “The Old Lady Who Swallowed a Fly.”

The Mann Whitney test for independent samples revealed no significant differences between the control and experimental groups. The Wilcoxon Matched-Pairs Signed-Ranks Test was used to analyze the data from the small sample. The experimental group showed a significant change in performance on the Song Word Test ($p=.008$) and approached significance ($p=.07$) on the Slosson Oral Reading Test. The control group did not show comparable gains on either test.

It is projected that this study will be continued in future years. The researcher invites clinicians with similar population groups to join her in a growing pool of in-the-field cooperating researchers to implement this research protocol. Interested clinicians should contact Louise Steele at steele@ohio.edu or (740) 593-4249. School of Music, Glidden Hall, Ohio University, Athens, Ohio, 45701.

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Best Practices in Music Therapy Monograph: Early Childhood and School Age

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

The first of AMTA's new best practices monograph series is ready for publication and should be available at the Kansas City conference. Edited by Marcia Humpal, *Best Practices in Music Therapy Monograph: Early Childhood and School Age* is divided into five main sections: 1) Definitions, Characteristics, and Brief History, 2) Eligibility and Assessment, 3) Typical Goals and Treatment Objec-

tives, Settings and Service Delivery Models, 4) Implementation Techniques, Methods and Best Practice, and 5) Resources.

The following music therapists have authored chapters: Marcia Humpal, Angela Snell, Elizabeth Schwartz, Ruthlee Adler, Amy Furman, Ronna Kaplan, Nicole Allgood, Jean Nemeth, Rebecca Tweedle, Beth McLaughlin, and Beth Swaney. Previously published works by Jane Hughes, Brenda

Rice, Kathleen Coleman and Betsy King Brunk also are included, as are materials from Marcia Behr and Glenn Sonoda.

Cynthia Colwell, Ph.D. is the monograph series editor and coordinator. The monographs are written from a clinician's point of view and are intended to be practical in nature.

Marcia Humpal can be contacted at mehumpal@ameritech.net



Alligator clappers.

Photograph by Dr. Petra Kern

Conference Institute to Spotlight Monograph

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

Interested in learning more about music therapy in early childhood and educational settings? Consider registering for the pre-conference institute, *Best Practices in Music Therapy – Early Childhood and School Age* which will be held on

Wednesday, November 15, 2006 from 8:30 to 3:30.

The institute, co-chaired by Marcia Humpal, M.Ed., MT-BC and Beth McLaughlin, MS, MT-BC, will provide clinicians with practical information to effectively deliver music therapy services in various educational settings. Presenters will discuss student characteristics, eligibility, assessment, typical music therapy goals, treatment objectives and interventions that support the child across many areas of development. Models

of clinical practice utilizing play, collaboration and technology as well as implementation techniques and methods will be highlighted.

CMTE credit will be awarded for attendance. See the conference registration brochure for more information.

**CMTE credit
awarded at pre-
conference
institute.**

2006 Collaborative Leadership Institute for Early Childhood

By Robyn Braybrook, Music Therapy Intern, University of Windsor.

In April of this year, the Collaborative Leadership Institute began their annual ten-month leadership development program. The goal of this institute is to form a collaborative team of professionals from a variety of disciplines that will work towards advancing public will, improving policies and address-

ing challenges facing children and families. The institute looks for leaders with a commitment to the future of children and people with unique perspectives on current challenges.

This year Wendy Zieve, MT-BC, was accepted to the program. She plans to not only be an advocate for children, but also to present how children with special needs can have their developmental goals met

through music and movement.

Make sure to check the website for next year's application. Help make Music Therapy well represented!

References:
Foundation for Early Learning. (2006). *2006 Collaborative Leadership Institute*. Retrieved May 13, 2006, from <http://www.earlylearning.org/grants/leadershipinstitute.html>.





Outdoor Instruments at the MCISD in Monroe, Michigan

Photographs by Dr. Petra Kern and Robyn Braybrook

“A partnership with HENKEL CORPORATION and MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT Monroe, Michigan”

Music Adventure Playground Project (M.A.P.P.) Grand Opening in the Fall of 2005

By Angela M. Snell, MT-BC.

The Music Adventure Playground Project (M.A.P.P.) is made possible by a generous grant from the Henkel Corporation and its *Make an Impact on Tomorrow* program for children. Their partnership with Monroe County Intermediate School District (M.C.I.S.D.) has helped kick-off Phase I of M.A.P.P. with the design and construction of an 800 foot textured music path with the capacity to offer 28 music exploration areas. Intermingled among typical playground structures, MAPP is on the grounds of the M.C.I.S.D. in Monroe, Michigan. Currently there are six elements installed, including a textured sound path, slit drums, tuned drums, a 12 foot xylophone, 7 giant tone bells, and a glass imbarimba.

The project aims to significantly improve access to quality learning, exploration, and interaction opportunities for children with disabilities in typical community environments. It is designed to create lasting adaptations to playground environments supported by interventions to assure success for a

maximum number of children, families, and community members. In addition to research in childhood development, exceptional conditions, and music therapy, the project is based upon the concepts and ideas presented in the research of Dr. Petra Kern, MT-BVM, MT-BC, Assistant Professor of Music Therapy at the University of Windsor, formerly from the University of North Carolina. By expanding Dr. Kern's work with the Sound Path and the Music Hut, M.A.P.P. seeks to empower both children with typical development and those with developmental delays. Supporting approaches include music composed and adapted to meet immediate needs, music therapy consultation, and workshop trainings on how to support independent exploration and interaction with typical peers.

Music Therapist Angela M. Snell wrote and received the grant on behalf of the M.C.I.S.D., with the help of her husband, Thomas M. Snell, a Henkel employee. Dr. Kern's ongoing consultation and advice continue to be critical to M.A.P.P. Three key components of the project are stressed, including

1. Musical adaptations to already existing playgrounds while meeting all relevant safety standards;
2. Specifically-designed music supports to meet various needs of children with disabilities;
- and 3. Training of children, family, school staff, and community members. Future phases of the project are designed to support expansion into other community playgrounds with an emphasis on structures and training tailored to local needs, climate, and culture.

Interested in learning more about musical outdoor environments and providing music therapy interventions on the playground? Dr. Petra Kern and Angie Snell have submitted a proposal titled *New Adventures: Cutting Edge Music Interventions on the Playground* for the 8th Annual American Music Therapy Association Conference, Kansas City, Missouri to be held in November 2006. Stay tuned and check the preliminary conference program.

For more information contact: Angela M. Snell, MT-BC at snell@msd.k12.mi.us



UNC

FPG CHILD DEVELOPMENT INSTITUTE



Effects of a Classroom-Based Music Intervention on Preschool Children's School Readiness Skills

By Noreen Yazejian, Ph.D. and Ellen Peisner-Feinberg Ph.D. FPG Child Development Institute, University of North Carolina at Chapel Hill.

We conducted a research study to examine the effects of including a music and movement curriculum/intervention in preschool classrooms compared to similar classrooms not receiving the curriculum/intervention. The study included measures of children's developmental outcomes to see whether the intervention might be effective in promoting school readiness skills as well as music skills.

Methods

Participants included 27 Head Start teachers and 207 children in their classrooms in 3 states. Fifteen classrooms (130 study children) were assigned to the intervention group and 12 to the comparison group (77 study children). For intervention classrooms, an early childhood music educator conducted curriculum activities twice a week for 30 minutes each throughout the program year. Comparison classrooms received no additional music and movement activities other than what was typically available. Assessments were conducted before and after the intervention period in both groups. Children's language, literacy, motor, and music skills were assessed individually, and communication and social skills were rated by teachers. Classroom quality was assessed through observations.

Results

We found that children's com-

munication skills were higher in the intervention group than the comparison group, after controlling for initial scores, gender, state, and classroom quality. The intervention did not show effects for receptive language, phonological awareness, motor, or classroom social skills. Children's rhythm skills, measured with tests of both duple and triple rhythms, were higher in the intervention group. The intervention did not show effects for singing ability or for a measure of rhythm using rhythm sticks.

Conclusions

The finding of a positive association with children's communication skills is important. Surveys of kindergarten teachers suggest that many children enter school with needs in the communication realm (Pianta & Cox, 2002). While most educators would agree that preschool music and movement activities are worthwhile, this study suggests that they can help improve children's communication skills which may enable them to take greater advantage of learning opportunities in school.

In interpreting the lack of significant findings for other areas of development, it is important to consider that study took place within Head Start classrooms, and therefore was examining a specific music/movement intervention provided on top of a broader intervention of early childhood education. The music and movement intervention itself may not have been not strong enough to produce effects beyond the main effects of Head Start programming.

However, it should be noted that the intervention also had no negative effects, even though it supplanted one hour each week of regular instruction; communication skills improved, with no negative impact on skills in other domains. It is also important to consider that the music/movement curriculum was delivered by outside experts and was of limited duration and intensity. Effects of this type of curriculum may be stronger if (a) classroom teachers were trained to provide quality music and movement experiences for children regularly and (b) music and movement activities were more integrated with daily activities. Future research should examine how classroom teachers can be supported in providing integrated music and movement experiences and effects on child outcomes.

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Noreen Yazejian, Ph.D., can be contacted at yazejian@mail.fpg.unc.edu



Music therapy news from the Early Intervention Training Center for Infants and Toddlers with Visual Impairments UNC at Chapel Hill.



Music Therapy for Infants and Toddlers with Visual Impairments Module

By Dr. Petra Kern, MT-BVM, MT-BC.

Recently, I prepared a *Music Therapy for Infants and Toddlers with Visual Impairments Module* for the Early Intervention Training Center for Infants and Toddlers with Visual Impairments at the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. The center develops resources that help build the capacity of colleges and universities, with the aim of preparing personnel to serve infants and toddlers with visual impairments and their families (FPG, 2006). Given the importance and early development of the auditory system as a bridge to the social and physical world and the value of music as an auditory and vibrotactile medium, sound and music have great potential to promote learning and development in young children with visual impairments (Coddling, 2000; Lathom-Radocy, 2002). The objectives of the module are to inform students about: (1) the

effects of music in daily routines, (2) the use of music to achieve nonmusical outcomes, (3) the benefits of sound and music for children with visual impairments, (4) the function and implementation of music therapy in Early Intervention, and (5) how music therapy may promote infant-caregiver attachments and positive social relationship, facilitate communication and social expression, reduce repetitive behaviors, and facilitate orientation and mobility (including developing a *Sound Path*).

The project has been funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education. The *Music Therapy for Infants and Toddlers with Visual Impairments Module* is currently under review.

Interested in hearing more about the topic? Please visit www.musictherapyworld.net and listen to the audio interview with Dr. Peggy Coddling

about "Connecting and Learning Through Music: Music Therapy for Young Children with Visual Impairments and their Families."

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Update on The SCERTS Study

By Dena Register, Ph.D., MT-BC.

Darcy Walworth, Judy Nguyen, and Dena Register are currently conducting a study to investigate the use of the SCERTS (Social Communication Emotional Regulation Transactional Support) assessment model to assess individuals with autism in a music therapy setting. To read more

about this model go to: www.scerts.com or contact Darcy at darcyfsu@gmail.com.

The SCERTS™ Model is a comprehensive, educational approach and multidisciplinary framework that addresses the core challenges faced by children with ASD and related disabilities, and their families. This website offers comprehensive information about the

SCERTS™ Model and its collaborators, and resources that are available to assist professionals and parents in developing and implementing educational programs based on the SCERTS™ Model.

Dr. Dena Register can be contacted at register@ku.edu



Anja Tait accepting her national award from Federal Education Minister, Brendan Nelson.

ArtStories in Northern Australia.

ArtStories

By Anja Tait, RMT.

What is ArtStories?

ArtStories is a family-focused, arts-based strategy for literacy and wellbeing in Northern Australia. Young children, their families, teachers and community members create and tell stories of *self, family, community and dreams*, in text, images, sounds and movement.

Who?

Children, family and community members, school and university staff are the research team in five sites: two urban schools, two rural schools and a remote Indigenous community school.

What are we trying to find out?

In each school community, what impact does ArtStories have upon

- Wellbeing
- Indigenous language revitalisation
- English literacy
- Arts learning
- Partnership building

What's happening in school communities?

The project is trialing and evaluating the educational and social impact of arts teaching-learning-creating with young children aged 3-8 years old.

Arts-based School Wellbeing Officers and community-based arts and literacy workers are working with school staff, planning and teaching together to improve children's literacy, wellbeing and collaborative learning skills. ArtStories may include listening, singing, playing, dancing, composing, writing, drawing, painting, constructing and multimedia.

It is a collaborative, participatory research approach that

grows from the ground up, sustained by building local capacity through on-site skills development, mentoring, and train-the-trainer. This approach to arts and community partnerships validates family and community ways of transferring knowledge and skills to young children, recognising the funds of knowledge that both children and adult family members contribute to every interaction with each other and everyone else in the course of daily routines as well as spontaneous events.

How will we measure the success of ArtStories?

Quantitative and qualitative evaluation of the three year project includes Standardised tests for literacy and wellbeing

- Videos, photos and sound recordings of ArtStories
- Interviews and focus discussions with participants

Sharing our stories and reporting our findings

Collaborations between participant-researchers in each school community share emerging outcomes through multimedia applications, major displays, publications and presentations, as well as School celebrations and publications

- Publications and other forums auspiced by the state education department
- Conferences, scholarly journals and professional publications Northern Territory Museum and Art Gallery showcase, September 11-13, 2006

How can I find out more?

See our interactive website: <http://artstories.cdu.edu.au>

Email artstories@cdu.edu.au

The Research Team

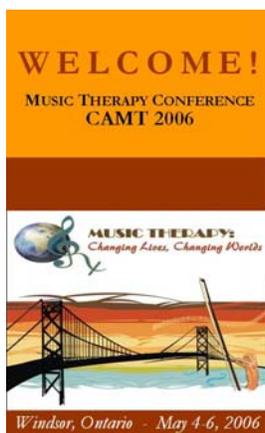
Children, family and community members, school and university staff are the research team. Together, we bring to the research process diverse understandings, assumptions, training, professional and personal experiences; across culture, gender and generation; in special education, Indigenous education, leadership and capacity building, literacy, community development, community arts, education and performance.

The team members are musicians, visual artists, ESL and literacy specialists, music therapists and educators, and Indigenous community leaders. Our shared question is "what are the relationships between arts participation, educational success, social and emotional wellbeing for young learners, their families and communities?"

About Anja

In July 2005 Anja was a keynote speaker for the 11th World Congress of Music Therapy where she presented case studies of Indigenous community engagement through the arts in education, health and wellbeing. In 2004 Anja won the DEST Minister's Award for Outstanding Contribution to Literacy and Numeracy in the Community using an arts-based approach to teaching and learning, and undertook an extensive study tour throughout the USA. She has built on her previous research and secured significant funding to design and evaluate a three year participatory research project, *ArtStories*: a family-focused arts-based strategy for literacy and wellbeing.

Details on the project can be obtained from Anja Tait at anja.tait@cdu.edu.au



“Four workshops dealing with children.”

Music Therapy and Children: An Overview from the CAMT Conference 2006

By Dana Prouse, Music Therapy Intern, University of Windsor.

The Canadian Association of Music Therapy held their national conference May 4 to 6 in Windsor, Ontario featuring presentations from music therapists in all areas of work including schools, nursing homes, hospitals, and various other locations and populations. Four workshops dealing with children included music therapy with children with hearing and visual impairments, children with autism, and using music to enhance reading skills in school-aged children.

Amy Wark, BMT, presented on her work at W. Ross MacDonald School for the visually impaired, blind and deaf blind in “*Changing lives in darkness: Music therapy and the visually impaired child.*” Wark states that the elementary goal areas that should be focused on with these children are body rhythms, motor development, communication, sensory integration, concept development, and social interaction. Through demonstrations Wark introduced sensory integration used

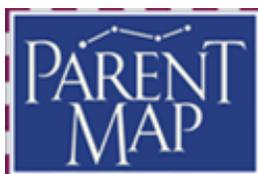
with children who are deaf-blind, as well as stories she has enhanced with music to facilitate better understanding for her clients as the imagination of a child with visual impairments can sometimes be restricted. During a session, Wark relies on several different techniques to facilitate her goals including instrument playing, movement, group activities, song writing, improvisation, singing, and total stimulation especially for clients with behavioural problems.

Sahra Cohen, MT, presented “*I can play this! – expanding the autistic child’s world through music.*” Cohen works with children with autism whose parents felt they receive enough therapy and wanted music lessons instead. Each lesson is structured to include a greeting in which Cohen encourages conversation, the body of the lesson consisting of working on the student’s pieces, and closing with a relaxation activity. Each lesson is tailored to the individual student because of the differing abilities and learning styles that Cohen encounters in her work.

Anita Louise Steele, MME, MT-

BC, presented a pilot study done in the U.S. to research the effects of music on a reading program – “*A study of a reading enhanced group music program on children’s reading.*” Because 17.5% of young children in the U.S. have difficulties with reading, a six-week day camp at Ohio University was developed called ‘Kids on Campus’ to help improve these children’s reading skills. Emphasis was placed on phonics, tracking, and word identification. The experimental group showed a significant improvement while the control did not.

Dr. Petra Kern, MT-BVM, MT-BC, presented “*You and I, we make music: Including children with autism through music.*” Kern offered a general description of Autism Spectrum Disorder and the benefits of choosing music therapy as a treatment option. Kern’s work with children with autism in a university-affiliated Family and Child Care Program was introduced to demonstrate interventions used to improve children’s performance during morning arrival time, multiple-step tasks, and playground time.



Music Therapy in the News-magazine.

Music Therapy in ParentMap Magazine

By Robyn Braybrook, Music Therapy Intern, University of Windsor.

In the March Issue 2006 of ParentMap Magazine, an article by Michelle Feder outlined some of the successes of Wendy Zieve’s music therapy interventions in the Seattle area.

The article opens with a successful example of how music therapy has aided a 5-year-old boy with cerebral palsy. Further, supported by instruments and

visual aids, Zieve helped a non-verbal child communicate appropriately timed responses. The article continues by discussing the functionality of music therapy interventions for children with special needs. The author concludes that music activities are able to engage the child when other mediums are not as effective. This is particularly evident when facilitating positive change for children with autism.

Within this article, several colleagues support Zieve’s claims to

success and further indicate the responsiveness in infants and children in a variety of settings including hospitalization.

References

Feder, M. (2006). Music Therapy motivates with melody. *Parent-Map Magazine*. Retrieved May 13, 2006, from, http://www.parentmap.com/march_06/0306ec_2.htm.



“Providing music therapy services in a less restricted and creative environment needs therefore quite a bit of promotion and clarification.”

Music Therapy and Early Childhood Education in Mexico

By Claudia Stoll, Dipl. Musician and Music Therapist.

Over 20 years, I am working in a variety of settings in music therapy including children, teens and adults. Originally from Berlin, Germany, I am now living and working as a musician and music therapist in Puebla, Mexico. Today, Puebla, population almost 3 million, is a major industrial city about 60 miles southeast of Mexico City. After teaching music for four years at a German primary school in Mexico, I recently opened a private music therapy practice in Puebla.

Looking into the cultural differences in providing music therapy services to young children in Berlin compared to Puebla, there are definite communalities and differences. In both countries, I experienced the

positive effects of applying a psychotherapeutic and play-based approach, including multi-sensory aspects, imaginative journeys, and elements of art therapy, and dramatic arts. However, as of today, a formal music therapy training program on a university level is still lacking in Mexico, and pediatricians and therapists working with young children are available in Mexico City, but not in Puebla.

Hence, when working with young children and their families, I need to assess the children's strengths and needs thoroughly and create a treatment plan that includes all aspects of development. It is needless to say that in this situation the collaboration and participation of the children's parents is a crucial part of the treatment success. However, when dealing with parents in Puebla one must understand

the different attitude and philosophy in supporting and educating young children. Especially the upper class of Puebla likes to see their children involved in a strict and tight schedule and supervised closely. Providing music therapy services in a less restricted and creative environment needs therefore quite a bit of promotion and clarification. Parents often expect me to “fix” their children's undesired behaviors prominent in school and at home. As soon as some success is seen, parents tent to pull out their children from music therapy treatment, while other aspects of the child's growth still need work.

Overall, there is a great need in providing music therapy services in Puebla and certainly a future for our profession.

Claudia Stoll can be contacted at claudiastoll@hotmail.com

Affiliate Relations News

By Dena Register, Ph.D., MT-BC.

Are you interested in collaborating with other professionals that work with young children?

Join the Early Childhood Music Movement Association. The ECMMA is a professional organization that supports the field of early childhood music and movement through education, advocacy, and networking. As teachers of young children in myriad settings, members benefit from attending national conventions, regional conferences, and local chapter gatherings that sponsor innovative leaders and work in their profession. Because the ECMMA is a nonprofit organization, it is

uniquely qualified to provide a forum for research and teaching for all early childhood educators, therapists, and academicians.

Focus of ECMMA and its Members

- To be an advocate for joyful music and movement experiences vital to the development of the whole child.
- To further the advancement and development of music and movement education for young children.
- To serve the needs and encourage ongoing professional development of educators in music and other areas of early childhood education.
- To support family structure

by encouraging positive interaction between parents and children through the sharing of music.

- To foster a free exchange of expertise, ideas and experiences in the areas of music, movement, and early childhood development.

The *Early Childhood Music & Movement Association's 2006 Biennial International Convention* will be held August 3-6, 2006 in San Diego, CA.

Check out the website:
www.ecmma.org





Idea Sharing: “The Very Hungry Caterpillar”

Submitted by Liz Buckmaster, MT-BC.

Song: (To the tune of “London Bridge”)

C G7 C
Hungry Caterpillar ate some apples, ate some apples, ate some apples

G7 C
Hungry Caterpillar ate some apples, but he was still hungry!

LAST VERSE:

C G7 C
Hungry Caterpillar built a cocoon, built a cocoon, built a cocoon

G7 C
Hungry Caterpillar built a cocoon and turned into a butterfly!

**“This idea has
been very
successful for
me at my
school.”**

Goal: Increase literacy skills, increase memory skills, increase attention to task

Procedure:

- Read the book “The Very Hungry Caterpillar” by Eric Carle
- Provide each child a picture of one of the foods that the caterpillar in the book eats. As you read about each food, have a stuffed caterpillar “eat” the child’s food picture.
- At the end of the story, display the food pictures that the children were using.
- Ask the children to tell you what they remember the caterpillar in the story eating.
- Write down children’s responses and insert one response per verse.

Possible Extensions:

- See if children can recall the foods the caterpillar ate without the picture cues
- See if children can remember what food Hungry Caterpillar ate on which day of the week, or have them put the foods in the order they were eaten.
- Have children come up with different foods that the Caterpillar might have eaten to create a new story/song.
- Have children choose different instruments to go with each different food. Have children play a solo when you sing about their food. Have the group play together on the phrase “He was still hungry” or just the word “hungry”.

Additional ideas for using the “Very Hungry Caterpillar” in the classroom can be found at <http://www.eric-carle.com/bb-VHC.html>

Food charts are available at <http://members.aol.com/suslee/catepllr.jpg>



Idea Sharing: "Who Wants a Turn?"

By Beth McLaughlin MT-BC, LCAT.

Who Wants a Turn?

Beth McLaughlin

Who wants a turn? "I do!" Who wants a turn?

"I do!" If you want to have some fun play - ing on the drum,

raise your hand and say "I do!"

Skills being reinforced by this activity:
Management,
Academics,
Physical,
Social



Photograph by Dr. Petra Kern

3 3 2 1
Who wants a turn?
 3 1
I do.
 4 4 3 2
Who wants a turn?
 4 2
I do.
 2 2 4 4 4 3 2
If you want to have some fun
 4 4 4 3 2
Playing on the drum,
 4 4 4 3 2
Raise your hand and say,
 3 1
I do!

Variation 1

If you want to say 'hello'
 On the piano
 Raise your hand and say,
 "I do!"

Variation 2

If you want to be a star
 Playing the guitar.
 Raise your hand and say,
 "I do!"

Primary focus of activity:

To give students the language to indicate when they want a turn by raising hand and verbally responding 'I do' to the 'who' question in the song.

Other skills being reinforced by this activity:

Management - impulse control (waiting for a turn; staying in chair until chosen for a turn)
Academics - language development; music vocabulary (guitar, piano, drum); "wh" question
Physical - differentiation (raising 1 hand); bi-lateral instrument play
Social - taking turns; attending to peers performance; identifying peers

When introducing this activity I will sing the song and model the desired behavior (raising 1 hand). After several repetitions, I sing the first line and leave space for the students to respond with "I do" at the appropriate time in the song. I may hold up a picture, the words or raise my hand as a cue depending upon the needs of the group. Once familiar with the routine, I leave off the second part of the song ("If you want to....") to be able to immediately reinforce the student's appropriate response to the question.

Check out Beth's new CD available at
<http://cdbaby.com/cd/bmclaughlin>

EDITOR

DR. PETRA KERN,
MT-BVM, MT-BC

A PUBLICATION OF THE
AMERICAN MUSIC THERAPY
ASSOCIATION'S
EARLY CHILDHOOD
NETWORK

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The EC Newsletter is on the Web!
www.musictherapy.org



Music Therapy Makes A Difference.

The *Early Childhood Newsletter* was first published in 1996 and is now posted on the AMTA web site at www.musictherapy.org. We offer this annual online newsletter as part of AMTA's Early Childhood Network to bring to music therapists working with young children reports, reviews, ideas, commentaries, news, and announcements on current developments and issues related to the field.

Special Target Populations Networking Session 2006 = Early Childhood Roundtable 2006

Plan to attend this year's meeting of the Early Childhood Network which now is part of the Special Target Population Committee's Networking Session. Look for the Early Childhood sign and come share your successes, ask questions, raise concerns, and gather ideas and resources from your peers.

Check out the conference program for exact time and place!

Early Childhood Network co-chairs,

Marcia Humpal, M.Ed., MT-BC
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Ronna Kaplan, M.A., MT-BC
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New Publications

Compiled by Dr. Petra Kern, MT-BVM, MT-BC

The number of publications focus on the benefits of music therapy for young children (0-5 years) has grown considerably. The following are representative examples that became available in 2005-2006:

- Cevasco, A. M., & Grant, R. E. (2005). Effects of the Pacifier Activity Lullaby on Weight Gain of Premature Infants. *Journal of Music Therapy*, 42 (2), 123-139.
- Dureau, S. J. (2005). The Effect of Gender in One-Day-Old Infants: Behavior and Heart Rate responses to Music Decibel Level. *Journal of Music Therapy*, 42 (3), 168-184.
- Humpal, M. (Ed.). (in press). Best Practices in Music Therapy Monograph: Early Childhood and School Age. Silver Spring, MD: AMTA.
- Young, S. (2005). Changing tune: Reconceptualizing music with under three year olds. *International Journal of Early Years Education*, 3 (3), 289-303.
- Kern, P. (2006). Connecting and learning through music: Music therapy for young children with visual impairments and their families. *Music Therapy Today (online)* Vol. VII, Issue 1, March, 2006, available at <http://musictherapyworld.net>.
- Kern, P. (2005). Using a music therapy collaborative consultative approach for the inclusion of young children with autism in a child care program. In Berufsverband der Musiktherapeutinnen und Musiktherapeuten in Deutschland e.V. (BVM). [German Trade Federation of Music Therapy (BVM)], *Jahrbuch Musiktherapie, Band 1, Forschung und Entwicklung. [Music Therapy Annual, Vol. 1., Research and Development]*, (pp. 135-145). Wiesbaden, Germany: Zeitpunkt Musik Reichert Verlag.
- Kern, P. (2005). Not one day without a smile: Music therapy in early childhood education – An interview with Marcia Humpal. *Music Therapy Today (online)* Vol. VI, Issue 3, July, 2005, available at <http://musictherapyworld.net>.
- Kern, P. (2005). Single case designs in an interactive play setting. In D. Aldridge (Ed.), *Case Study Designs in Music Therapy*, (pp. 119-144). London, England; Bristol, PA: Jessica Kingsley Publishers.
- Ilari, B. (2006). Music Cognition in Early Infancy: Infants' Preferences and long-term Memory for Ravel. *International Journal of Music Education*, 24 (1), 7-20.
- Ilari, B. (2005). On Musical Parenting of Young Children. Musical Beliefs and Behaviors of Mothers and Infants. *Early Child Development and Care*, 175 (7-8), 647-660.
- Noguchi, L. K. (2006). The Effect of Music Versus Nonmusic on Behavioral Signs of Distress and Self-Report of Pain in Pediatric Injection Patients. *Journal of Music Therapy*, 43 (1), 16-38.



Photograph by Don Trull

*Have you found others?
If so, please contact Petra for information sharing!*

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