

# **Early Childhood Newsletter**

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

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

*Welcome to the 2005 Early Childhood Newsletter. Let us know 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 18<sup>th</sup> at 12:30 at the national conference in Orlando. FL. Be thinking of ideas and resources you can share with the group.*

*If you'd like to report on any information or write up an article for this newsletter, please e mail Marcia with any contribution you might have.*

*Let's share our ideas and successes with our colleagues. We look forward to hearing from you and seeing you in Orlando!*

**Early Childhood Network co-chairs,**

**Marcia Humpal, M.Ed., MT-BC**  
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## **Included in This Edition:**

- 2004 Roundtable Report
- Research Opportunities
- Our Members Recommend...
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- International email Forum on Early Childhood Music Therapy
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**Early Childhood Music Therapy Special Target Population  
Roundtable Session Report  
2004 American Music Therapy Association Conference**

The Early Childhood Network met again as part of the Special Target Population Networking Session at the 2004 AMTA conference. Participants noted the need for research on using music therapy in preschool settings. Much discussion followed. Dena Register and Petra Kern volunteered to develop a research protocol [*see below for more information*].

It was announced that AMTA plans to publish a series of *Best Practices* monographs in the near future. Cynthia Colwell, Ph.D., MT-BC is the project director. The *Early Childhood and School Age* monograph is edited by Marcia Humpal, M.Ed., MT-BC. The monograph is divided into the following sections: Definitions, Characteristic and Brief History of music therapy with these populations; Eligibility and Assessment; Typical Goals and Treatment Objectives; Settings and Service Delivery Models; Implementation Techniques, Methods and Best Practice; and Resources. Chapters within these sections represent the work of many music therapists in early childhood or school age settings.

Participants shared concerns, ideas and resources. Some of these are described later in this newsletter. The group will meet again at the Orlando conference in 2005.

**Research Opportunities**

**The Effects of Music Intervention and Service Delivery Model on Pre-math Skill  
Acquisition of Children in an Inclusive Preschool Setting**

by **Petra Kern, Ph.D., MT-BC & Dena Register, Ph.D., MT-BC**

The purpose of this multi-site study is to evaluate the effects of a no-music condition compared to music use by preschool classroom teachers versus a board certified music therapist when utilized at least three times per week to teach pre-math skills such as number identification, counting, sequence and size, shape comparisons. This project serves three of the six identified funding priorities including “analysis of the effectiveness of selected interventions in achieving predictable outcomes, development, refinement and testing of theories of music therapy, and examination of the use of music

and music therapy in the areas of prevention and wellness, including outcomes-based studies that focus on the health of communities as well as individuals.”

General goals of this study will include: 1) Improved service delivery and evaluation of music therapy resources for early childhood programs, resulting in 2) improved student outcomes that support the goals of early intervention, 3) Increase in the body of research literature in order to support additional, long term research funding. Specific objectives that support these goals: 1) The use of music interventions designed to increase pre-math skills such as, number and shape identification, and pattern and size recognition in early intervention classrooms will increase the student scores on standardized measures during a ten-week intervention period, 2) Teachers will report increased comfort and frequency of music use in the daily classroom routine in order to support non-music goals, 3) Development of a music curriculum service delivery model that can be easily replicated in additional sites. Both sites will obtain consent from the Human Subjects’ Committee at their respective location prior to data collection.

Subjects (N=90, approx.) will be Pre-Kindergarten children enrolled in a day school program and will be grouped by district-determined classroom. The study will involve a total of six intact, inclusive preschool classrooms (three in each of two geographic locations) assigned to one of two experimental conditions or a no-contact control groups at two university-affiliated sites in the United States. A music curriculum focused specifically on pre-math skills will be utilized in each of the experimental groups. Treatment group one will be implemented by a board-certified music therapist. Treatment group two will be implemented by a classroom teacher. Researchers will train the classroom teacher to utilize the same music curriculum and materials as the board-certified music therapist. In order to control for teacher effects, all teachers will be video-taped and scored by a panel of experts in order to match similar teacher behaviors across sites prior to curriculum implementation. An additional classroom at the site will serve as a no-contact control group using the same curriculum and materials without music. Pre-math skills will be measured pre- and post music conditions using the Bracken Basic Concept Scale-Revised (1984). All contact groups will receive music a minimum of three times per week for a total of ten weeks with sessions lasting approximately 15 minutes each. Data will be analyzed statistically with results available for presentation at a national forum and submitted to a first-tier journal for dissemination.

## **New Multidisciplinary Autism Assessment Tool**

by **Darcy Walworth**

Darcy Walworth at Florida State University is conducting a survey for music therapists currently providing intervention with clients on the autistic spectrum. A new multidisciplinary autism assessment tool is being published this month by leading autism researchers in the field of speech therapy and is called The SCERTS (Social Communication Emotional Regulation Transactional Support) Assessment Model. The tool is designed to assess and identify treatment goals and objectives for clients

diagnosed on the autistic spectrum by using a multidisciplinary team of therapists, teachers, and family members.

The goal of Darcy's survey is to identify the areas of the SCERTS Assessment Tool already being addressed by music therapists as well as the areas music therapists could address if trained to use the new tool. By being part of the first wave of multidisciplinary teams using the SCERTS to assess clients with autism, music therapists can be on the leading edge of autism treatment.

The survey is web based, quick, and easy to complete. To participate in this survey please contact Darcy at [darcyfsu@gmail.com](mailto:darcyfsu@gmail.com). Your participation is much needed to accurately assess how music therapists can play an integral role in this new assessment tool.

## Our Members Recommend...

### **A Continuing Education Opportunity and Resources**

By **Patti Catalano, MT-BC**

Attending conferences, continuing education, and networking all highlight our need as therapists to continually recharge our own batteries in order to serve our clients. When we find a resource who understands our work, is extremely knowledgeable in her specialty, and who gives us the additional perk of sparking our creativity, we've hit the Trifecta. Kerri Lynn Nichols is that resource.

Kerri Lynn of Tree Frog Productions ([www.treefrogpro.com](http://www.treefrogpro.com)) has her Master's in Music and Master's in Education and is a certified Orff-Schulwerk instructor. She has worked extensively with Anne Green Gilbert of Seattle ([www.creativedance.org](http://www.creativedance.org)) who has pushed forward the knowledge about dance and movement's effect on our brains. Kerri Lynn's philosophy sums it up: "The magic of music and dance belongs to every person...it is our birthright to sing, dance and play!"

Importantly for us, Kerri Lynn backs up her philosophy with concrete resources that can aid us in our everyday practices. Her books and recordings are creative, interesting, and engaging. They are developmentally appropriate for children of all ages, skills and interests. I use the "Brain Dance" she developed in collaboration with Anne Green Gilbert at the beginning of my group and individual sessions. The effect that it has had on these children and the increase in their focus has often surprised me. There was also the added benefit of helping me refocus!

Icing on the cake would be having the opportunity to join one of her weeklong workshops. Kerri Lynn lives in Olympia, WA so most are held in the Northwest in the summer. She did a four hour session for our group of early childhood music educators.

We walked away with a packet of information applicable to all of our classes, the inspiration to implement what we'd learned, and the empowerment to use music and movement creatively with our children who come from all walks of life. To contact Kerri Lynn, email her at [contact@treefrogpro.com](mailto:contact@treefrogpro.com). For a list of her books and CDs, go to [www.treefrogpro.com](http://www.treefrogpro.com).

## Musical Adaptation of a Wonderfully Effective Book

by Sarah Skully, MT-BC

### ***Where Are You Going? To See My Friend!***

**A story of friendship in two languages**

**By: Eric Carle & Kazuo Iwamura**

*“Where are you going?  
To see my friend.  
What is your friend like?  
A good singer*

*I like singing, too.  
Meow Meow Meow  
May I come with you?*

*Yes, come along.  
My friend is your friend.”*

This is the beginning of a very unique story by Eric Carle and Kazuo Iwamura. Together they joined forces to give us a story of friendship that crosses cultures. The story is written in English with Eric Carle's wonderful illustration and then translated into Japanese with Kazuo Iwamura's unique illustration. In the middle of the book the children from both cultures meet, sing, and dance together. There is a song in the middle of the book which is written half in English and half in Japanese. It is fun to sing and to try to pronounce the Japanese.

I have found this story to be useful for different age groups. With all ages it is great to talk about friends and differences/similarities. Match each animal character with a rhythm instrument. The younger kids then get to practice their turn taking, listening, and following directions skills. I photocopied the small animal pictures in the book and gave them to each child so they could have a visual to remind them what animal to listen for.

We read the book as each child played their instrument. When we got to the middle of the book, I would sing the phrases in English and in Japanese. After singing, I show the pictures and the Japanese writing by Kazuo Iwamura. This is a great time to

talk about how we are all the same (same animals and children), but yet all have differences.

From friendship, to following directions, to listening skills...this book allows for many possibilities. I hope you and your students enjoy it as much as I do!

### Other Recommended Resources

*Happy Baby* CDs – a variety of titles (such as *Bonding Music for Mother and Child*, *Lullabies*, *For the New Arrival*, *Classis*, *Country for Babies* and *Nursery Rhymes*) all specially orchestrated for young ears. Visit [www.happy-baby.net](http://www.happy-baby.net)

From *Music for Little People* ([www.mflp.com](http://www.mflp.com)) – the *Toddlers Sing* series. Familiar songs of early childhood sung by actual young children.

*Mommy and Me – More Playgroup Favorites* produced by *Concord Records, Inc.* New as well as traditional songs with fun adaptations for children 6 months to 5 years.

From *Two Tomatoes Records*, CDs by Laurie Berkner (such as *Whaddaya Think of That?*). Preschoolers will love her take on traditional favorites and her catchy original tunes.

From *Putumayo Kids* ([www.putumayokids.com](http://www.putumayokids.com)) – *Sing Along with Putumayo*. Delightful folk and blues classics for children and their families.

*Snuggle Puppy, a Little Love Song* is a charming board book by Sandra Boynton. It is based on the song of the same title which may be found in Boynton's book/CD set, *Philadelphia Chickens*. Published by Workman publishing, [www.workman.com](http://www.workman.com)

Looking for some developmentally appropriate movement skill activities for 3 to 5 year olds? Check out *SportFun: A Module of the Sport for All Program* published by Human Kinetics. The Sportime Company sells equipment used in the activities. View their catalog at: [www.sportime.com](http://www.sportime.com)

### Music Works Wonders now Available in DVD

Sesame Workshop's *Music Works Wonders*, the early childhood kit that includes educational tips for parents and educators in English and Spanish is now available in DVD format. The video features Elmo and his *Sesame Street* friends as they learn about making music. Music therapists were part of the advisory board for the original project and some of the footage features an early childhood music therapy session.

## **A Fond Farewell to *Early Childhood Connections***

The Foundation of Music-Based Learning has announced that it will cease publication of its *Early Childhood Connections – Journal of Music- and Movement-Based Learning*. Editor Martha Hallquist reports that the foundation has made the decision to change directions in its publication offerings. The quarterly journal will be replaced with periodic monographs on timely subjects related to the field of early childhood music and movement education.

The journal has been the source of much valuable information about how young children learn and make music. Music therapists have served on the editorial advisory board of *Early Childhood Connections*. Several issues of the journal have included articles authored by music therapists. The Spring, 2001 (Volume 7, No. 2) issue was devoted entirely to *Music Therapy in Early Childhood*.

Back issues may be ordered individually for \$12 by calling 336.272.5303.

## **Upcoming Conferences**

### **2006 Early Childhood Music & Movement Association's International Convention**

The *Early Childhood Music & Movement Association* (ECMMA) announces that its 2006 international convention will be held in August, 2006 in San Diego, California. The theme for the conference is *Soaring through a Rainbow of Music: Uniting Early Childhood Professionals*. This group is very interested in how music therapy is used with young children. For information about membership or events, go to [www.ecmma.org](http://www.ecmma.org)

### **MENC'S Music and Early Childhood Day**

CALL FOR PROPOSALS FOR EARLY CHILDHOOD MUSIC CONFERENCE – “Music and Early Childhood Day,” a special one-day conference for early childhood educators and care providers, will be a feature of the MENC National Biennial Conference in Salt Lake City on Saturday, April 22, 2006. To propose a session, visit <http://www.menc.org/connect/conf/natl06/2006earlychildhood.html>  
Deadline: November 1, 2005.

## **International email Forum on Early Childhood Music Therapy**

Vicky Abad, RMT is the National Director of the Sing & Grow Project in Queensland, Australia. Sing & Grow is an Australian federally funded early intervention

music therapy program. The aim of this 6-year project is to provide opportunities for families to access a regular series of ten weekly music therapy sessions within a community setting. This is a major initiative that is making music therapy available to families in communities identified as marginal as a result of various socio-economic circumstances.

Vicky is chairing an international email forum that addresses using music therapy with young children. If you wish to be added to the email list, please contact:

[vabad@playgroupqld.com.au](mailto:vabad@playgroupqld.com.au)

***The Arts in Early Childhood: A Summer Institute ...***  
and an Opportunity to ***Give a Day to AMTA***

On August 12 and 13, 2005 the Cleveland Music School Settlement was all a-bustle with visiting early childhood educators, day care providers, and music therapists for the its second summer institute on *The Arts in Early Childhood*. The event was a collaborative effort between the Settlement's Early Childhood and Music Therapy departments. Sylvia Easley, CMSS Director of Early Childhood Education, Ronna Kaplan, CMSS Director of Music Therapy, and Lori Smith, CMSS Assistant Director of Music Therapy, ably planned the institute and received much assistance from many other CMSS staff members.

Guest keynote speakers were famed California music specialist **Lynn Kleiner**, whose several workshops comprised a popular CMTE session for music therapists and many take-away ideas for early childhood educators and day care providers to use when they returned to their classrooms, and Kent State University's **Jan Wolf**, who gave attendees provocative "food for thought" regarding musical play and young children's intuitive aesthetic thinking. Other presenters included:

- Art therapists *Sharon Nahra*, CMSS day school teacher, and *Karen Heitlinger*, CMSS Day School Administrator, demonstrating "Art for Everyone"
- CMSS Early Childhood librarian, *Donna Baznik*, whose workshop addressed story-telling
- CMSS Early Childhood head teacher *Brenda Flenoury*, addressing Music and Literacy
- CMSS Early Childhood Arts instructor *Leanne Lombardo*, discussing "Music for Very Young Children, Birth-age 3"
- CMSS drama specialist *Lydia Chanenka*, offering "Puppet Pizzazz!!! Literacy through Puppet Play"
- CMSS music therapist *Patricia Eden*, who discussed cultural activity projects for young children

- Former CMSS music therapist *Angie Hong*, whose topic was “The Music Toolbox: Where Fun Meets Function”
- *Beckie Tweedle*, music therapist presently working as preschool teacher for the Cuyahoga County Board of MR/DD speaking on “Music Play—All Day”
- *Marcia Humpal*, Cuyahoga County Board of MR/DD music therapist, speaking on “Tuneful Tips for Toddlerhood”
- *Ronna Kaplan*, CMSS Director of Music Therapy, presenting a “Sequential Model for Preschool Music Experiences”

The Abington Foundation helped support the conference, while the Thomas H. White Foundation provided financial for many of the participants. It is hoped that such institutes will become an annual events at CMSS, so stay tuned...

*[It should be noted that Marcia Humpal and Ronna Kaplan donated their honoraria from this event to AMTA through the **“Give-a-Day to AMTA”** program, thereby assisting the profession on multiple levels. To learn more about this AMTA initiative opportunity, contact Ronna.]*

## *Coda*

### **Remember to:**

- attend the next meeting of the **Early Childhood Roundtable** in Orlando at the Special Target Populations Networking Session on Friday November 18<sup>th</sup> at 12:30 a.m. See you there!!!
- Make your **Amazon.com** purchases through the AMTA web site!



*\* The following information was first published in last year’s newsletter. In the interest of sharing, we are reprinting these resources.*

The early childhood music therapists listed below 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 Pasioli** (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)