

Early Childhood Newsletter

The American Music Therapy Association

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

Welcome to this year's edition of the *Early Childhood Newsletter*, the vehicle for reporting news of AMTA's **Early Childhood Network**. Our thanks to all members who contributed to this edition. We look forward to seeing many of you at the St. Louis conference. Join us at the *Music Therapy with Young Children Institute* or take advantage of the many CMTE courses and sessions being offered throughout the conference that will focus on young children.

This is an exciting time for those of us working in early childhood settings. Please consider sharing your thoughts and successes; send submissions for the next volume to Marcia. Contact us at any time — we love to hear from you!

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Report on the Early Childhood Roundtable **at the 1999 World Congress of Music Therapy** **Washington, D. C., November 21, 1999**

Although it has been several months since we met in November, I still recall the great excitement I felt being surrounded by music therapists from all over the globe! I know that I personally tried to avail myself of the opportunities to interact with music therapists from other countries. I attended several sessions presented by our colleagues from other nations and was most intrigued and impressed.

Continuing in this same vein, I was thrilled that at our Early Childhood Roundtable session on November 21, 1999, we truly did have international input. Eight countries were represented at this session: Australia, Canada, Great Britain, Italy, Northern Ireland, New Zealand, Taiwan, and the United States. Many participants expressed an interest in having more time to network, and there was a feeling that they would like to have another roundtable at the next World Congress. Let's see what we can do about that!

Once again, several music therapists shared activity and resource ideas, which will be printed following these reports. Thank you to those who took the time to fill out our sheets. If you meant to send a suggested resource, activity or strategy but forgot, please feel free to use the handy-dandy

sheet found elsewhere in this newsletter. It's never too late to share with your colleagues and friends.

AMTA Early Childhood Fact Sheets were distributed to all attendees at the roundtable. If you need more of these, please remember they are available from the AMTA office. I have already found them useful for parents and other professionals.

The *AMTA Early Childhood Newsletter*, which you are reading at this very moment, was discussed briefly during the roundtable. There was a definite consensus that this is a worthwhile endeavor, and participants strongly urged your co-chairs to keep it going. Please help us with this task in the future and send us articles. Also, if you are looking for information or for other music therapists who might have similar issues or clientele, send us a query and we'll try to print that too.

The remainder of the session was devoted to discussing pertinent issues and concerns that music therapists from all around the world had. Some are specific to various locales or situations. Others are more general. Please note that if you have any information you would like to share in one or more of these particular areas, feel free to contact either Marcia Humpal or myself or Judy Simpson at AMTA. We will attempt to bring up your concerns at the St. Louis Early Childhood Roundtable or in the next issue of this newsletter. Topics discussed at the 1999 roundtable included:



- Assessment/Screening Tools
- Documentation, Due Process and Arbitration (In this area the *SEMTAP* by Coleman/Brunk was discussed. Usually the music therapy assessment has been paid for by the school system. Question of *Who Needs Music Therapy?* was raised.)
- Music Therapy on the IEP as a Related Service
- (Generally family must ask for music therapy assessment at IEP meeting-team needs to approve this request)
- AMTA Special Education Letter
- Consultative vs. Individual Music Therapy Services
- Resistance to Putting Music Therapy on the IEP
- Service Delivery as Mentioned in Newsletter
- Continuing Music Therapy in Schools once You Get It
- Cost-effectiveness of Music Therapy in Schools
- Programs for Mothers and Children
- Constraints Caused by Goals
- Songs Used to Fulfill “Learning Abilities”/Goals
- Music Therapy Structure
- Concretization and Research
- Various Methods such as the Greenspan “Floor Time” Method

These topics were not listed in order of urgency or need. They might serve as ideas for future workshop topics. Please be thinking ahead for next year or for your local or regional conferences.

I would also like to point out that I also attended the *Early Childhood Networking Breakfast* held on November 19, 1999 at the World Congress of Music Therapy. Those music therapists who attended this informal meeting had some of the same concerns addressed at the roundtable. I will only list here the issues that have not already been mentioned in the above list.

- Job security/funding
- State by State Variations in Music Education vs. Music Therapy in Schools
- New Reauthorization of IDEA (*Federal Register* still lists music therapy as a Related Service. Can get copy of *Federal Register* from Judy Simpson at AMTA)
- For Birth to 3 Music Therapy is NOT listed as a Related Service
- Using Music Therapy ListServe to Communicate
9MUSTHP_L@raven.cc.ukans.edu

Again, if any early childhood network member has any comments or contributions on these topics, please do not hesitate to contact us or each other!

The roundtable and breakfast went by very quickly and all who attended expressed that the sessions were worthwhile. **So...we hope to “meet you in St. Louis.”**

Ronna K. Davis, MA, MT-BC
Co-Chair, Early Childhood Network

1999 Roundtable Resource Sharing

* “*Music Therapy for Children on the Autistic Spectrum*”—32-minute video

Description: individual, mother and child, group music therapy sessions with a variety of young children (3-7 years) with different types of autism. Music therapy demonstrated is interactive, using mainly improvised live music.

If interested: Write to Mrs. Denize Christophers
British Society for Music Therapy, 25 Rosslyn Avenue,
East Barret, Hartfordshire EN4 8DH England Price: \$28.50 in
USA, but please send international money orders for 16
pounds and 4 pounds for postage.

Resource from: Amelia Oldfield, Cambridge,
England

* “*L’Educazione e Arore, I Genitori, I Primi Educatori*”
(Education Is Love, the Parents the First Educators) published
by the APMM (Musical Pedagogy and Music Therapy
Association)

Resource from: G. Cremaschi Trouesi, Ponteranica,
Bergamo, Italy

* “*Musicoterapia, Arte dello Comunicazione*”—book by
Giulie Cremaschi Trouesi, ed. Scientifibe MeGi, Rome, 1999.

Resource from: G. Cremaschi Trouesi, Ponteranica,
Bergamo, Italy

* www.babyzone.com—chatrooms, questions and answers on
early childhood
and

* “*Sign with Your Baby*” by Joseph Garcia (1999),
www.amazon.com

Resources from: Lora Heller, New York City, NY

* “*Baby Games*” (book), www.amazon.com books

Resource from: Lora Heller, New York City, NY

* “*Rhythm Basket*” by Brent Livise (CD)

Description: All-drum nursery rhyme album

Resource from: Marcia Humpal, Olmsted Falls, OH

* “*From Everything...A Song!*”—cassette tapes 1, 2, and 3,
and “Everyone, a Songmaker”

Description: Cassettes of original, “child-tested”
songs, most created “right -on-the-spot” in therapy sessions
with children (name songs, greeting songs, seasonal and
calendar songs, songs to boost self-image, etc. All designed to
expand language, teach concepts and in general, to implement
therapy and early childhood curriculum goals)

Resource from: Ellen Stein, Closter, New Jersey
(Steinre@pol.com)

* “*The Pumpkin Man*” by Judith Moffatt (Scholastic Books),
tune of “Muffin Man” works for this

Resource from: Gloria McDaniel, Tomball, Texas

Dear participants:

Please fill out this sheet if you have an idea to share in one or more areas listed. Bring the form to the next AMTA Early Childhood Roundtable or mail to Ronna K. Davis, 22450 Douglas Road, Shaker Heights, Ohio 44122 (email: Rkdavis522@aol.com). These responses will be compiled and printed in the next *AMTA Early Childhood Music Therapy Newsletter*. Thank you for your contributions!

* *Damark International Catalogue* (you can find address on the internet)

Description: Catalogue has a *fantastic cart* (metal with sturdy wheels) that has the ability to fold up in your back seat. I can fit my guitar, bag of tricks, Suzuki timpani drum, etc. on it and hold with bungee chords. I and my back would not survive in private practice without it. Price: \$19.99

Resource from: Nancy Lenzen Davis, Coventry, Connecticut

* *Kindermusik materials*

Description: very adaptable

Resource from: Anna Gonzales Berezin, Mission Viejo, California

1999 Roundtable Activity Sharing

+ "*Skinamarinkedinkedink*" (song)—add in sign language
Skinamarinkedinkedink, skinamarinkedoo, I love you
(2x)

I love you in the morning and in the afternoon,
I love you in the evening and underneath the moon,
Oh, Skinamarinkidinkedink. . .

Activity from: Lora Heller, New York City, NY

+ *Chime bells*

Description: very motivating for reaching, kicking and facilitation of rolling in babies. For toddlers these can be calming and children can learn more how to touch "gently."

Activity from: Anna Gonzales Berezin, Mission Viejo, California

1999 Roundtable Strategy Sharing

/ "Instruments can facilitate the sound tonic emotional dialogue with children."—

"We work with the presence of parents."--

Giulie Cremaschi Trouesi, Ponteranica, Bergamo,
Italy

/ "Exposure to printed text—the 'lyric' or text of many books is written in meter—the authors don't often think in terms of 'melodic possibility.' There are many books that work, can be stretched with additional props, drama experiences—and melodies are often very simple, traditional, 'piggy-backed,'—just look/read/ be creative."—

Gloria McDaniel, Tomball, Texas

Resource

Activity

Strategy

Your name: _____ **Place of Employment:** _____

Address: _____

City: _____ **State/Province:** _____

Country: _____

E mail: _____



H: 614-231-2304
W: 614-888-4647
latorre@greenapple.com

Start the Music Summit

The Use of the Kindermusik Curricula by a Music Therapist

Kindermusik is a well established early childhood music education curriculum, offering classes for children from birth through age 7. It is based upon traditional music learning approaches including Orff, Kodaly, Dalcroze, and Laban. It is typically offered by teachers licensed by Kindermusik International after completing a standardized training program. The Columbus Music Therapy Center first offered the program in 1997, and has found it to have a very positive impact not only financially, but also in terms of improving the quality of therapy provided by our company.

The first benefit observed almost immediately was having a constant reference to typical childhood development. When one works with children with special needs, it is easy to lose sight of the typical developmental sequence. Having this reference has improved our ability to generate developmentally appropriate treatment plans for our therapy clients.

The second benefit is having a huge repertoire of early childhood games and songs at one's immediate disposal. *Kindermusik* offers a mixture of traditional American folk song and original compositions which we have been able to incorporate successfully in our music therapy sessions. The activities have been developed based upon solid research in the areas of education and neurological development. As music therapists, we have the capability of creating developmentally appropriate music experiences, but this is a very time consuming endeavor. *Kindermusik* offers high quality resources which can save the therapist a lot of valuable planning time.

The most significant benefit of this program for an early childhood music therapist is that it provides a wonderful opportunity for mainstreaming children at a very early age. CMTC has successfully mainstreamed children with autism, Williams Syndrome, and general developmental delays. *Kindermusik's* emphasis upon participation at one's own pace, and process oriented experiences, allows a child with special needs to engage in music successfully with his or her typically developing peers. The parents of typically developing children have been very accepting of the families with special needs, especially when they realize that the presence of these children often enhances the enjoyment of the class rather than detracts from it. Occasionally, a child may have too many behavioral issues (ie. oppositional-defiant or conduct disorder) to successfully participate without infringing upon the rights of his peers. We suggest trying to encourage 1:1 music therapy for a semester, using a format similar to the *Kindermusik* class, to build the skills necessary for successful integration in the future.

Elizabeth B. Latorre, MT-BC
Columbus Music Therapy Center



On June 14 - 16, an early childhood music summit was held at the U.S. Department of Education in Washington, DC. This meeting was sponsored by MENC: The National Association for Music Education, the Texaco Foundation, the National Association for the Education of Young Children (NAEYC), and the U.S. Department of Education. The purpose of the Summit was to establish a series of projects and events over the next three years that would help bring age-appropriate music education to every child in America.

The twenty-four member summit was divided into three main groups. The *planning committee* included representatives from MENC, the Texaco Foundation, NAEYC, and the U.S. Department of Education. Experts from state government, higher education (both music and early childhood fields), childcare and healthcare provider agencies and education association administrators comprised the *advisory committee*. *Practitioners* from different early childhood venues made up the third group.

Practitioners were asked to write position statements on four in-depth questions and submit this information to MENC prior to the Summit. Issues touched upon by these questions included service delivery models, needed resources, community involvement, best-practice instructional strategies, uniformity of programming, cultural and socio-economic factors, and the development of action plans. The responses of all of the practitioners were printed and compiled into a notebook that all of the summit members received. Each topic was then discussed at length. This intense process brought together many divergent philosophies and exemplified collaboration, negotiation and cooperative learning.

A professional author attended all meeting of the Summit and is in the process of compiling a synopsis of the proceedings. This publication will outline conclusions and goals for future actions. The report may be used as an advocacy tool to educate lawmakers and others as well as a guide for future action by the "Start the Music" program.

Though mainly a music education forum, music therapy was recognized and questions were raised regarding how music could and should be delivered to young children with special needs. The conclusions and goals of the Summit will include statements regarding the necessity of *using music throughout the child's day to enhance other aspects of the child's development* as well as ways to accomplish specific *music education* goals for young children of *all* ability levels. Furthermore, the Summit acknowledged the work of several professional organizations and stated its desire to enter into partnerships with them for information dissemination (e.g. conference presentations, articles in journals) and programming. The *American Music Therapy Association* is one of the organizations noted.

Keep your eyes open for more information on TV and in printed media about "*Start the Music*". Using music with young children is an area that is gaining much attention from the public and from agencies. There are many

ramifications for both music educators and music therapists. It is to our advantage to stay informed and become actively involved.

[Eds. Note - It was my privilege to serve as a *practitioner* representative to the "Start the Music" Summit. To facilitate the Summit's mission of encouraging professional partnerships and information dissemination, I have asked fellow *Summit* practitioner Jan Wolf, an active member of both MENC and NAEYC to pen some thoughts about using music with young children in the education setting. Her article appears below.]



Music / A Natural Tool for Learning

Music is an umbrella term covering a wide variety of experiences and materials. From traditional singing to environmental music, *musicking* is embedded in the daily life of the young child. Children make music often and in many ways. We are wise to use their natural tendency as *music makers* within the context of our teaching. It can be wonderful as an aesthetic vehicle for learning, soothing and peaceful as a lullaby at naptime or shared by all as a song linking everyone together in community. We know that connecting music's many facets to the total existence of the child enriches learning, creates pleasure, encourages relaxation and provides joy in an educational environment.

Songs, rhymes and chants, singing games, musical books and environmental music are but a beginning. Children naturally express themselves musically by personally creating rhyme, rhythm and song. Just take a moment and listen to them. They are *musicking* all the time! Often they share songs they've learned at home. Sometimes they venture into song dialogue as they singsong their words instead of simply saying them. They tap rhythms, organize parades, sing as they swing, and tease each other with the ever present childhood chant (sol-mi) heard incessantly on playgrounds with the familiar "you can't catch me" lyric!

As teachers of young children, we are wise to either *join in* or *contribute* an addition to their ready and willing repertoire. Keeping in mind the value of community and the ongoing effort toward building relationships within the context of the child's day, *singing together* becomes an even more valuable experience. *Shared repertoire* and the love of singing creates a bond that unites children, teachers and parents through simple songs, rhymes and chants that everyone comes to know. Using music as an *environmental sound* piece can bring an aura of relaxation to a child's learning community. Carefully chosen recorded music adds an aural dimension to the typically visual and tactile classroom environment. Taking advantage of a child's love of *literature* by looking for books that sing, rhyme, chant or tell a musical story gives story time an added edge of interest.

Whether children are considered typical or have special needs doesn't seem to matter when it comes to the musical experience. The playing field is leveled. Parents, teachers and children all share the joy! It is not skill that is needed in this context but rather a joyful heart. Music is non-judgmental and pleasurable. As music educators of young children, we know this as we share in the musical enthusiasm. Interestingly enough, learning is stimulated almost simultaneously.

Music sets a tone on the educational scene that reflects many levels. Those of us who work musically with young children are so aware of all that it does. We just need to encourage *music-making* knowing that we are touching the lives of young children in ways that no other area of the curriculum can. The end result typically blossoms with positive outcomes. We know this happens. We see it daily. What a wonderful gift we share with the children we teach!

Jan Wolf, M.S. Ed
Kent State University/Early Childhood Education
Medina City Schools/The Kindergarten Center

Media Moments

Welcome to "Media Moments", a column devoted to the discussion/review of all types of media that might be of interest to music therapists working in the field of early childhood. In this and future issues you will find information on books, magazine and journal articles, CDs, tapes, web sites, and videos (did I miss anything?).

This initial column of *Media Moments* will be devoted to Web sites.

There are countless Web sites specifically devoted to early childhood. Some of these are:

- National Association for the Education of Young Children (NAEYC):
<http://www.naeyc.org/>
- ERIC Clearing house on Elementary and Early Childhood Education:
<http://www.ericce.org/>
- Division of Early Childhood:
<http://www.dec-sped.org>
- National Center for Infants, Toddlers and Families:
<http://www.zerotothree.org>
- National Early Childhood Technical Assistance System:
<http://nectas.unc.edu/>

The following are wonderful examples of sites dedicated to early childhood music:

- The *Children's Music Web Guide* is a database containing many web sites related to children's music. The categories include: elementary education, fun, live music, media, songs, music education, resources and more. Under the category "*Live Music*" there is a list of over 500 musicians who perform and/or record music for children and families. The "*Songs*" category will

link you to sites where you can find lyrics to many songs. Under "*Teacher Resources*" there are links to activity resources, articles on musical development, book lists, and more. Once you start browsing this site, it's hard to stop!

<http://cmw.cowboy.net/WebG/>

- ***Music Education for Young Children*** contains a list of picture books based on children's songs, periodicals relating to early childhood music, catalogs, descriptions of music curricula, song lists by themes, links to sites containing teaching ideas, a list of professional organizations, and articles on musical development. There also are links to extensive bibliographic lists of articles on early childhood music.

<http://www.2-life.com/meyc/>

You all know how difficult it is to remain current with the vast amount of resources that are available, so the more information we can share, the easier our job will be. If you discover an item that is particularly helpful to you, please E-mail me at RTweedle@aol.com with the *type of media, title, where the item can be found, and your comments.*

Rebecca Tweedle, M.Ed., MT-BC
Cuyahoga County Board of Mental Retardation and Developmental Disabilities (Early Childhood Division)
Cleveland, Ohio.

Music Therapy's Sesame Street Connection

Participants in the upcoming *Institute on Music Therapy with Young Children* are in for a real treat. Joining us as Keynote Speaker will be Sandra Kilpatrick Jordan from *Sesame Workshop*. Sandy, assistant vice president-outreach and strategic partnerships, attended the *World Congress of Music Therapy* in Washington, DC. In the months that followed, *Sesame Workshop* (formerly named *Children's Television Workshop*) and NAMM joined together to explore a new project, *Sesame Workshop's Music Works*. Slated to launch in 2001, *Sesame Workshop's Music Works* is an educational initiative focussing on the importance of making music with children from their earliest years. One aspect of the program will support children with special needs through the use of music and will highlight music therapy in preschool and health settings. Among the six invited advisors to the project were two music therapists: Deforia Lane and Marcia Humpal. Join us in applauding Sandy for her efforts on behalf of young children and music.

...and Speaking about the Institute

A very full schedule is on tap for the ***Music Therapy with Young Children Institute*** to be held Wednesday, November 15th from 3:30 to 10:30 p.m., prior to the opening day of the 50th Anniversary of Music Therapy National Conference to be held in St. Louis, Missouri. *Sheri Robb, Edward Gallagher, Marcia Behr, Amy Greenwald Furman, Virginia Kallay, and Cynthia Briggs* will join co-chairs *Ronna Davis* and *Marcia Humpal* in speaking on topics devoted to

delivering music therapy to our youngest clients...in settings that range from the educational setting to hospitals to the community.

Judging from the size of the Institute booklet (filled with handouts, overviews, references and resources) that will be given to institute participants, these folks have MUCH valuable information to share. Also on tap -- a special guest performance by children's entertainers ***Cathy Fink and Marcy Marxer.***

Early Childhood Roundtable 2000

The seventh annual Early Childhood Roundtable will take place at the national conference on November 18th from 1:30 to 3:30 p.m. Back by popular demand, the roundtable has been extended to a two hour time slot. Join us for this always interesting forum that offers a great opportunity to network and gain new ideas. Bring along something to share with the group -- a song, a resource, an activity that has worked well for you. If you have anything that you would like to see on the agenda, please notify Ronna or Marcia by November 1st.



Early Childhood Connections Upcoming Edition to Feature MUSIC THERAPY

Early Childhood Connections, the Journal of Music- and Movement-Based Learning is planning an issue spotlighting music therapy and young children. Broad-based and interdisciplinary in scope, this publication serves as an advocate for children and not of any particular viewpoint or curriculum. Look for it to appear in 2001.

Conferences

- **National Association of Child Care Resource and Referral Agencies (NACCRRRA)** - 13th Annual Symposium, "*Creating Community Constellations:...Connecting New Voices with Families.*" March 7 - 10, 2001. Omni Shoreham Hotel, Washington, DC. Visit www.naccrra.org for details.
- **National Association for the Education of Young Children (NAEYC)** - Nov. 8 - 11, 2000, *2000 Annual Conference*, November 8 - 11, 2000, Atlanta, GA. Visit www.naeyc.org for details.

Looking Ahead... NAEYC has designated April 1 - 7, 2001 *The Week of the Young Child.*

Coda -- ...let us hear from ***YOU!!!***

[Please note: The information in this newsletter does not necessarily reflect the opinion of AMTA or the Network co-chairs.]