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# Early Childhood Newsletter

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Volume 4

Fall, 1998

Greetings from the CLEVELAND area!

Plans are underway for the Inaugural Conference of the American Music Therapy Association to be held at the Renaissance Cleveland Hotel in November, 1998. We are very excited to be a part of this new era in music therapy. Several sessions at the conference will spotlight successful music therapy programming for young children. Please note that the *Early Childhood Roundtable* will be held on Saturday, November 21<sup>st</sup> from 3:30 to 5:00 p.m. We encourage you to submit topics that you would like to discuss or issues you feel should be explored. Please *send your ideas* to me at the address listed below.

Hoping to see you in Cleveland,

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## Music Therapy and Young Children FACT SHEET

The final draft of the "Music Therapy and Young Children Fact Sheet" has been compiled by Ronna Davis and Marcia Humpal and soon will join the other Fact Sheets that are available through AMTA. A hearty thank you to Debra Anderson, Michelle Aschgrund, Ronna Davis, Angela Falco, Ed Gallagher, Marcia Humpal, Beth McLaughlin, Jean Nemeth, and Amy Thomas for taking the time to complete the *Fact Sheet Questionnaires*.

This publication will be a valuable tool for explaining our profession to potential employers, families, and the general public. We look forward to seeing the finished product.

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## Assessment

Kathy Murphy and Amy Thomas will co-lead a School-Age Roundtable at the Cleveland conference. Concerned with New York state's push for a rate setting system, Murphy and Thomas hope to

examine the possibility of establishing a standardized assessment. Watch for a mailer or information regarding what is needed from the membership regarding assessment information and examples of current tools and practices.

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## '97 E.C. Roundtable Results

By Ronna Davis, M.A., MT-BC

Although last November seems like a lifetime ago, it is still timely to report some of the happenings at our last Roundtable session in Los Angeles. Once again, we had a nice crowd of enthusiastic participants and not enough time for us all to network. Many items, including reimbursement, the very successful *Early Childhood Institute* held prior to the opening of the conference, and future directions for the *Early Childhood Network*, were discussed. Vendors shared new equipment/instruments. Participants shared many successful strategies, activities and resources. These are summarized below. Acknowledgment is given to all who completed an index card and stated their names.

## Strategies -

- ‡ Improvising, including spontaneous song-writing and community drumming, is a helpful strategy. It was suggested to allow children to be creative and to have the music therapist use the children's phrases, motives, and sounds to sing back, create songs, and move to. Possible positive outcomes include building of group cohesiveness and individual self-esteem.
- ‡ Providing active silences was another successful strategy discussed. Deliberate pauses may allow a client "to be", to make a choice or decision, or to simply respond.
- ‡ Being involved in the moment was also mentioned as being of utmost importance. One music therapist stated that she has found if she is doing what the kids are doing instead of directing the activity, then participation and on-task behavior levels are higher.
- ‡ Laura Goodfriend shared that for pre-music learning, she uses stacking cups with letters A - G or numerals on them and cards with letters and numerals. These materials are also useful in developing visual and small motor skills as well as sequencing.
- ‡ Darlene Bedoin stated that she uses Kodaly techniques, including handsigns, songs, and games. She also recommended playing ostinati with preschool piano students while they sing the melodies and words.
- ‡ One music therapist mentioned that she uses cheerleading exercises to focus on letter recognition and word identification.
- ‡ Use of the omnichord demo function may provide great examples of variations in musical styles.
- ‡ Singing for the purpose of calming during separation from parents and during transitions was suggested as very helpful.
- ‡ Introducing musical finger plays or other motor activities was stressed as a means of teaching play skills to parents.
- ‡ Beth McLaughlin reminded the group that we can give young children a secure sense of continuity

and closure in the following manner. She puts velcro numerals on a board mounted where children can see it. Then she pulls off a numeral as each activity is completed so the children know how the session is progressing and when things are finished.

‡ Kimberly Bradstreet uses some of the principles of Tomatis in her work. She plays Mozart (particularly violin concerti) to help stimulate the brain. She has found this type of music to be helpful as background before starting activities or during others, such as art activities. She also notes that Gregorian chants are calming. She further reminded participants that each child is unique and reacts to different kinds of music in different ways. We need to find what works best for the individual.

## Activities -

‡ Kathleen Kenneally has a mail box in her studio and each week children get mail (which is really a simple tonal and rhythmic pattern). Each child gets his/her own "letter" to read. Then they send their letters off to other children to "read" and play.

‡ Ronna Davis utilizes a gathering drum in a social skills group that she co-leads with occupational and speech therapists. For the purposes of role-playing inappropriate and appropriate ways of joining a group, she adapted the song "One Little Elephant Went Out to Play". The two children designated as that session's leaders begin the activity and at the end of each verse another child is allowed to join until all are included. The lyrics have been changed as follows:

*Two children went out to play  
On the giant drum one day.  
They had such enormous fun  
They wanted another child to come.*

(On the last verse, sing first 3 lines, and for the 4<sup>th</sup> sing:

*But now this song is really done)*

‡ Ginger Bennet shared the following activity, which is useful in addressing these objectives: Increasing working together, problem-solving, visual tracking and acuity, fine motor skills, and waiting for cues. She has children join her around a gathering drum on which she has placed a handful of raisins. Everyone together verbalizes, "Ready, set, go!" The therapist drums and as raisins "dance", the children may catch and eat them.

## Resources -

- ♪ Amy Schroller notes that Terrence P. Minogue has recently composed and recorded a piece with the lyrics of "Welcome to Holland", a poem which describes the parents' experiences upon learning their child has a disability.
- ♪ Kimberly Bradstreet has created "Dance and Jingle" recordings for 18 month - 5 years curriculum. Contact Kim at 1900 West Mountain Street, Glendale, CA 91201; (818) 845-3925.
- ♪ Marcia Humpal recommends *Mozart for Babies* (from the *Happy Baby* tape series).
- ♪ Recordings by Pamela Ott.
- ♪ *Songs and Chants without Words, Experimental Book I*; Edwin Gordon, Beth Bolton, Wendy Hicks, and Cynthia Taggart.
- ♪ Beth McLaughlin recommends *Music as Intelligence* conference proceedings available for \$15.00 from Verma Brummett (607) 274-3386 or [brummett@ithaca.edu](mailto:brummett@ithaca.edu)
- ♪ *Kindermusik* materials.
- ♪ *Early Discovery Book Series* by Scholastic Books.
- ♪ *Visual Aid Kit and Learning through Music* by Kathy Coleman (available through Prelude Music).
- ♪ *Music for Young Children* by Barbara Andress (Harcourt Brace, © 1998, ISBN# 0 -15-503071-X); recommended by Elayne Achilles.
- ♪ *Songs for Stories* book and tape (songs and activities from whole language materials) and *I Wish I Could Fly Like a Bird* (about a bird with a flying disability whose music is his strength), created by Beth McLaughlin, Pod's Music, 37 Saratoga Dr., Glenville, NY 12302-5426.
- ♪ Books by John Feierabend, e.g. *First Steps in Music*, *Book of Bounces*, *Book of Wiggles*, *Tickles*, *Music for Very Little People* and *Music for Little People*.

## Of Interest to Our "Net" Users ....

Reprints of disease/syndrome reports from the **National Organization for Rare Disorders (NORD)** are available for \$7.50 per copy (this includes postage and handling). The reports are written in understandable language. Each entry lists the disease/syndrome name, synonyms, a general description of the disorders, symptoms, causes, affected population, standard treatments, investigational treatments and a list of resources that can be contacted for further information.

NORD's Internet World Wide Web site describes the complete range of its services. A fully keyword searchable version of its Rare Disease Database, containing abstracts of all reports may be accessed free of charge through this web site:

<http://www.NORD-RDB.com/~orphan>

NORD's e mail address is:  
[orphan@NORD-RDB.com](mailto:orphan@NORD-RDB.com)

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## Self-Employment Spotlight: *Kindermusik*

By Karen S. Hook, R.M.T.

Kindermusik is a unique, highly creative, music-learning curriculum for children beginning at 18 months of age. In Kindermusik classes, children sing, move, chant, play simple rhythm instruments, and engage in purposeful listening activities. The curriculum is very developmental in nature and encompasses the development of language skills, gross and fine motor skills, communication and social skills, and simple cognitive concepts. The Kindermusik classroom environment stresses process over performance.

Parents or care givers participate with children each week. When parents sign-up for Kindermusik classes, they receive a cassette tape and companion songbooks that include all the music activities for the semester. The idea behind these items is that parents can re-create the musical activities at home and continue the musical learning process throughout the week.

Because of its developmental approach, and the very young age at which the classes are geared, I have been very successful using Kindermusik with special needs children. I have taught the sections entitled "Beginnings" (ages 18 months - 3.5 years)

and "Growings" (3.5 - 5 years) to special needs children ranging in age from 2 to 7 years. The curriculum needs very little adaptation. Most of the songs are short, simple, and very "approachable". The use of hand or body movements or instruments makes participation accessible to non-verbal children. Children diagnosed with autism, PDD, or ADD benefit from the fast pace and wide variety of activities presented in each session.

Since many children with special needs are in day programs, I have found that offering evening sessions has been an effective way to incorporate these children into my classes. I encourage families to participate and the response has been favorable; parents really like an activity in which non-disabled children can participate with their siblings.

There are currently over 2,100 licensed Kindermusik instructors in the United States. To become a licensed teacher, applicants must complete training sessions and demonstrate some basic music and teaching skills. There is a small yearly license fee due each year. For information of training programs, or to locate a program in your area, call Kindermusik International at (800) 628-5687.

If you would like more information on my Kindermusik program, feel free to contact me at (408)226-1728 or e-mail [kda-hook@ix.netcom.com](mailto:kda-hook@ix.netcom.com).

### **Back Issues Available**

*Early Childhood Connections* (Journal of Music and Movement Based Learning) announces that back issues of its journals are now being offered for sale. These may be purchased individually or any four for \$32. Send check or money order to:

Early Childhood Connections  
Foundation for Music-Based Learning  
PO Box 4274  
Greensboro, NC 27404-4274

or call: (910) 272-0581.

The following topics have been featured in this journal:

- Vol. 1(1,2) – Premier Issue
- Vol. 1 (3) – Maria Montessori
- Vol. 1 (4) – Movement in Early Childhood
- Vol. 2 (1) – International Perspectives on Early Childhood Music: I
- Vol. 2 (2) – Early Childhood Development

- Vol. 2 (3) – Politics of Music and Children
- Vol. 2 (4) – Music and Infancy

- Vol. 3 (1) – International Perspectives on Early Childhood Music: II
- Vol. 3 (2) – Music for Children with Special Needs
- Vol. 3 (3) – Children at Play
- Vol. 3 (4) – Music Literacy
- Vol. 4 (1) – International Perspectives on Early Childhood Music: III
- Vol. 4 (2) – Early Childhood Music Education Programs in Higher Education.

*Eds. Note: This publication is an excellent source of relevant information. Furthermore, I would highly encourage readers to submit articles pertaining to music therapy – you have a wealth of knowledge to share!!!*

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### **Check It Out:**

\* If you haven't read *The Mozart Effect: Tapping the Power of Music to Heal the Body, Strengthen the Mind, and Unlock the Creative Spirit* by Don Campbell (1997, Avon Books), add it to your "To Do" list. Parents of young children are hearing of this phenomenon and are asking many questions of music therapists who work with young children. Interesting and easy to understand, the book blends explanations/descriptions with examples of applications.

\* *The Mozart Effect: Music for Children*, compiled by Don Campbell is available in CD or tape format. Each of the three volumes focuses on a different aspect (Volume I – Tune Up Your Mind; Volume II – Relax, Daydream and Draw; Volume 3 – Mozart in Motion). Produced by *The Children's Group, Inc.*, these resources are available from most music companies.

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### **Coda:**

✓ Submit topics for discussion for the 1998 Early Childhood Roundtable!

✓ Submit information or articles for the next newsletter.

