Music Therapy: Opportunities for Sound Learning

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Music is . . .

An art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony and color.
Music Therapy is . . .
Music Therapy is . . .
Clinical use of music interventions . . .
As a therapeutic tool . . .
To accomplish individualized goals . . .
Within a therapeutic relationship with a credentialed professional.
Why Music Therapy?

- Goal & Objective based
- Trained therapist
- Documentation of progress
- Often individually based
- Aurally and tactually inviting
- Motivating
- Learning embedded
- Social experience
The primary objectives of music therapy for children with visual impairments

REDUCE the impact of the visual impairment on social and motor functioning
PROMOTE learning through musical interventions
Developmental Skills

- Aural presentation of content
- Use to reinforce Braille letters
  - Alphabet Song – long used to teach letters
- Factual concepts that are generally acquired through vision
- Music instruction
Social Integration

- School & Community Music Ensembles
  - Band, Choir, Piano
- Music can “level the playing field” for children with visual impairments
  - As long as directions are clear, all can be successful
- Positive sense of self, self confidence & social well-being
  - Comes from socializing with others
  - Participating in communal music activities
  - Development of leisure skill
    - Gfeller, K.E. & Darrow, A.A., 2008
Crocker and Orr (1996) found that children with severe VI, who cannot see peers, were less likely to initiate social interactions and had fewer opportunities to socialize.

Must learn to listen for social opportunities and learn to be appropriately assertive in initiating conversation.
Moving through Space

- Directional concepts
  - Front, back, left, right
  - Through (the door)
- Where is the sound?
- Come to the sound
Case Example 1
- Use of the cane

- 4th grade boy with autism & progressive visual loss
  - Learning to use cane:
    - Music to teach directional concepts –
    - VERBALLY identify direction of sounds
  - Social stories
    - Appropriate use of cane
    - “I feel frustrated” instead of hitting with it
Additional Considerations

- Often the visual impairment is accompanied by multiple disabilities

- congenital brain anomalies, tumors, shaken baby syndrome, prematurity may lead to VI
Case Example 2
Communication, extinguish behavior

- Child with CP, Deaf and Blind
  - Pulling off the external part of his cochlear implant – increased to 6 minutes of play without touching implant.
  - Instrument play to engage and distract
  - Signing and song – reinforce his name sign
  - Created songs about him that included his name.
  - Each teacher created a different greeting that was aural and tactile.
Community
Music Therapy in Iowa

- West Music - Statewide
  - Westmusic.com
- Music Speaks - Statewide
  - Musicspeakstherapy.com
- The Joy of Music – Southeastern Iowa
  - Thejoyofmusictherapy.com
- Kids in Harmony – Central Iowa
  - mtinharmony@hotmail.com
What can you do?

- Encourage
- Expose them to variety
- Sing & play music at home!
Teach Your Children Well

- Early Childhood Music Classes
- Encourage Singing
- School Music programs
- Piano Lessons
Stevie Wonder and Ray Charles

Strong education in music. Involved in choirs in the community.
Early Childhood
Sing, Play and Learn Today
West Music in Coralville

Kindermusik
West Music in Marion
Early Childhood Music of Ames, Pied Piper in Waukee

Music and Me
The Joy of Music
Washington, IA
School Age: Case Example 3

- Preteen E. - Wanted to play flute in the 5th grade band
- “I knew if she really wanted to do it, together we would find a way,” Mom
- Limelight purchased from Dancing Dots
- Music uploaded and then magnified
- Sits on the music stand, operated with foot pedal
Braille music is a good thing
- Seamless integration – all have exactly the same material
- Can Braille notes and chords

- Dancing Dots website resources page
- National Library of Congress

More about music instruction . .

![Braille music notes](image)
Adolescents

- Developing Identity
- Social importance of music and group involvement
- School band, orchestra, choir
- UAY – Iowa City
- Recording Studio
Resources


Dancingdots.com
Resources


Ingber, Janet, MT-BC. Interview. May 1, 2012

Jacobi, Dorothy. Email to Kirsten Nelson. April 5, 2012.

Resources

Kerkhoff, Terri. Email to Kirsten Nelson. April 26, 2012


National Library Service of the Library of Congress
1-800-424-8567

Penn, Barbara. MA, MT-BC. Interview. May 1, 2012.

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