



Partnerships for Inclusion

Saskatchewan Community Resources and Employment • Child Day Care Branch • Summer 2003

ALL Children Can Make Music

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Partnerships for Inclusion is produced four times a year. If you have ideas to share, programs to profile, or even a question to have answered, let us know and we will include it in a future edition.

Look for **Partnerships for Inclusion** on the web at: www.dcre.gov.sk.ca/famyouth/Childdaycare/choosing.html

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Music can stimulate communication, affect our moods and feelings, help relieve stress, spark memories and associations, promote motivation for change and allow for spiritual expression . . . It is not surprising, then, that music can be a valuable tool in therapy. The ability and need to respond to music seems to be innate; it does not depend on musical ability or training, and usually remains unimpaired by mental health problems, disturbance or disease. This gives it a power, unique among the therapeutic media, to engage and sustain the attention of people and, in the hands of a trained [music] therapist, relieve a variety of distress. We respond to music because we are rhythmic, we make melody and we strive for harmony.

(Kaleidoscope. 1998 (?), Canadian Music Therapy Trust Fund.)

Recent studies in music and the brain have confirmed what musicians have known for centuries. Music is fundamental to life. Music is fundamental to learning. Music is fundamental to communication.

Did you know?

- “The very first brain structure to receive auditory input is the medulla, the portion of the brain stem that controls autonomic function including the heart rate and respiration, our most vital and continuous rhythms or pulses.” (from *Music and Self Management Models: A Physiological Approach*. Joseph P. Scartelli, PhD. RMT-BC. 1989. St. Louis: MMB Music, p.22)
- “Jausovec found that highly creative children showed a greater interhemisphericity than low creative children during artistic and nonartistic tasks as measured by EEG activity. In support, Konovalox and Otmokhova found that during voluntary memorization, verbal information processing is carried out primarily in the left hemisphere, whereas

musical analysis affects both hemispheres at about equal levels . . . Real creativity almost certainly depends on the co-operation and communication between hemispheres . . . people with high musical aptitude also showed more equal functioning between the two hemispheres.” (from *Music and Self-Management Models: A Physiological Approach*. Joseph P. Scartelli, PhD. RMT-BC. 1989. St. Louis: MMB Music, p.22)

The references to the following two studies are not close at hand, but illustrate the significant role music plays in our lives:

- In one study cited in a Long-McQuade store magazine, around 40% of biology majors were admitted to medical school. One would expect a biology major to make it to medical school. However, around 66% of music majors were admitted to medical school! They had greater skills in team work, social abilities and mathematical reasoning.
- In another study, it was found that children who had one half hour of music-making every day developed 40% better temporal-spatial abilities than children who did not. These abilities are key to perceptual and coordination skills needed for reading and writing.

Music in the daycare setting can be an inclusive venture. Everyone can participate even without musical training. All children love some form of music-making and can be involved. This article will highlight five uses of music with toddlers and preschoolers in the daycare setting: singing, clapping, moving, playing and listening. At another time we can discuss music with school age children. These five ideas will help your children develop skills for learning that include small and large

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movement skills, language skills, social skills, and coping skills found in creativity. These ideas do not limit the use of music – use them as a starting point.

A music therapist would focus the use of music even more to work on skill development with children with physical, intellectual or communication challenges. However, in the daycare setting, all children can be involved with these music-making ventures.

1. Sing every day and often

- As staff, be aware of the quality of your voice. If you have a soft voice, pronounce your consonants clearly. If you have a high pitched voice, practise lowering the pitch. If you have a large voice, practise soft voice use. Children seem to hear better when they are given instruction from a closer range than from across the room.
- If you are shy to sing, sing anyway and have fun! Young children pick up on your fun. You can start to sing by humming quietly as children settle down for their rest.
- Sing songs with an interesting rhythm at a speed no faster than one beat per second. When children clearly hear the middle of words, they have a lot of fun learning to speak and to sing. The rhythm of the song helps with hearing the words, too! The melody of the song helps children use variety in their talking.
- Exaggerate the consonants to allow all children to understand what you are saying and to catch the meaning. When adults exaggerate consonants, they frequently add other cues that assist in increasing receptive language skills. The other cues adults will add include:
 - facial expression that is much more animated;

- much more carefully chosen words;
 - repetition of words and phrases;
 - more attention to how the child is receiving the information.
- Create chants using simple melodies that can be repeated. Repetition is found in all music, and aids in memory. Here is an example of a chant created to teach spatial concepts:
“Up and down, Up and down
In and out, in and out
Side to side, side to side
Yeah!” (add appropriate actions and melody to match the words!)

2. Clapping

- Children love to count. So, count 1,2,3,4 before starting the song. This captures children's attention and works on finger movements. If the song is in a waltz rhythm, count 1,2,3.
- Clap songs and then add to the clapping: tap knees, tap the floor, tap your head, your feet, etc., clap up and down, etc.
- Clap slowly and rhythmically. Add an arm swing to the clapping too!
- Clap while you sing and clap with music that is being listened to. Encourage children to clap when their attention needs to be focussed.
- Combine clapping with jumping or turning around or skipping, especially with older preschoolers.

3. Moving

- Do lots of action songs such as the very common children's songs.
- Other action songs can be found in children's song books. (For example, *Hap Palmer Favorites: Songs for Learning Through Music and Movement*. 1981. Alfred Publishing Co., Inc. or,

Creatability: Creative Arts for Preschool Children with Special Needs. 1992. Fran Herman and James C. Smith. Communication Skill Builders)

- Create a short song based on the actions children are doing. For example:
(based on 4/4 time, ask children to count 1,2,3,4 to begin)
“tap your foot turn around
one, two, three, four
don't make a sound
tap your foot turn around
now stomp the floor!
jump on the ground”
- Give children a ribbon or a scarf to do the actions to the song above, or to move with any song you do. Play different kinds of music and invite children to move with the rhythm of the music. Ensure that children hear a variety of music, including a wide variety of classical music. Stay away from a lot of heavy metal music or other similar music.
- Use one movement per song. Practise walking while raising your knees. Practise hopping on one foot and then the other. Practise skipping. Practise galloping. Practise crawling, etc. Using different kinds will stimulate children to use different speeds and motions to these basic movements.

4. Playing

- A large gathering drum is a very useful instrument. (Empire Music at 1-800-663-5979 can send you a catalogue). Seat children around the drum and let them play. The rhythms will be loud at first. Then demonstrate playing the contrasts of soft/loud, fast/slow, big/small, etc. As children play these contrasts, they begin to play in rhythm with each other too. Later, ask for

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sounds that require a creative response. For example, 'play the rain', 'play the thunder', 'play children running', etc.

- Small shaking instruments such as jingle bells and maracas are easy for children to play. Obtain sturdy instruments for the youngest children. Use the shaking instruments to practise spatial concepts such as up/down, in/out, side/side, behind, in front, etc.
- Playing the triangle requires eye-hand coordination skill development. Triangles are a favourite instrument for older preschoolers.
- Encourage children to find an object in the room that can create a rhythmical sound. These can include the jar full of beads, or a plastic toy that makes a sound when it spins, etc.
- If you wish, obtain sturdy melodic instruments such as a melody bell or xylophone. At first, children may play with vigour, but then they begin to explore melody. Then, children will notice the alphabets on the instruments and can begin to match the alphabets of a song with the alphabets on an instrument. For example, here is the melody to 'Barney Song':

G E G G E G
A G F E D E F
E F G C C
C C C D E F G
G D D F E D C

5. Listening

- Play soft, slower music before lunch or before rest time. Frank Mills music or 'easy listening' music is useful because it provides a steady rhythm with simple, repeated melody. Or, find a tape or cd with 'Baroque' or

early classical music, Composers include Bach, Vivaldi, Mozart, etc. Limit the background music to 20 minutes or less, then turn it off. Use the music frequently throughout the day whenever a quiet time may be needed. However, do not let it play continuously. Music retains its freshness when it is used in combination with silence.

- Be aware that most children's music found on tape, videos or cd's is much too fast for children to grasp the words. Look for music that has a slower tempo and still maintains rhythmic interest. Look for music that has lots of repetition.
- Invite children to draw with music without words.
- Teach children deep breathing for relaxation. Invite them to listen to very short pieces of music while they lie down with their eyes closed.
- When children visit the library, encourage them to find a new cd or tape to listen to back at daycare. Listen to the music, then draw with the music and then add movement to the same music.

There are so many other ways music is part of our lives, including creating songs, improvisation, concerts, interactive improvisation among peers, further relaxation, and imagery. The main point is to make sure that music in different forms is part of a child's experience every day. Don't worry about not having had music lessons yourself as staff. Find ways to have fun with children with music!

Bernadette Kutarna is a Music Therapist who works with a number of child care centres in Regina.

Making Music Accessible

The following list of simple accommodations that can be made to make music accessible for children with diverse needs comes from the *Circle of Inclusion* web site:

- Provide taped songs that can be turned on with a switch to "Sing along" with the class.
- Provide picture symbols that represent the songs so that the child can choose a song.
- Use simple songs that can be easily represented through manual signs or pictorial symbols.
- Simplify the movements for a song so that the child can participate.
- Slow the speed of the song/activity to increase the ability of the child to participate.
- Simplify the vocabulary of a song.
- Include visual aids or objects for children who do not yet engage in pretend play.
- Allow the child to activate a switch and act as the activity leader for games like Simon Says or Duck, Duck Goose.
- Provide a method for the child to say:

"I like that song?"
"Let's sing it again."
"Can I do it?"
"Can we sing?"
"My turn to sing. / Your turn to sing."

"Music". University of Kansas, Circle of Inclusion Project, 2002. Reprinted with permission.

www.circleofinclusion.org/english/augcomm/music.html

"The Social Communication Emotional Regulation Transactional Support Model"

**A Workshop on Autism Spectrum Disorder presented by
Dr. Barry Prizant, CCC-SLP November 17 & 18, 2003,
Centennial Auditorium, Saskatoon, SK**

The SCERTS Model (Social Communication, Emotional Regulation and Transactional Support) is a multidisciplinary educational and treatment model for children with Autism Spectrum Disorder (ASD) and related disorders. This workshop is intended for teachers, SLPs, OTs, psychologists, early interventionists, social workers and parents who are seeking practical specific strategies and up-to-date information on supporting children with ASD and their families.

Registration Fees (include reference materials & break refreshments; Lunch is on your own):

Professionals/Paraprofessionals - \$225.00
Group Rate (8 or more) - \$195.00
Parents - \$150.00

For more information phone: 1-888-288-4767

Check the website at: www.saworkshops.org/workshop.htm

"Our Communities . . . Our Strength"

**2003 Canada Northwest Fetal Alcohol Spectrum Disorder
Conference, November 19-21, 2003, Winnipeg, Manitoba**

The 2003 Canada Northwest FASD Partnership Conference will provide a forum for community partners to hear from experts in the field of FAS and community development. A pre-conference day will provide half-day and full-day workshops in focussed subject areas by invited experts. In addition, the pre-conference day will include introductory sessions on community development and fetal alcohol spectrum disorder. The main conference will focus on themes of skill development, strengthening community networks, and sharing emerging research in this field.

(*Previously named the *Prairie Northern Pacific Fetal Alcohol Syndrome Partnership*, the *Canada Northwest Fetal Alcohol Spectrum Disorder Partnership* now includes British Columbia, Alberta, Saskatchewan, Manitoba, Northwest Territories, Nunavut and Yukon.)

For more information, including agenda and registration, visit the conference website at: www.fasconference.ca

Or contact: Linda Storoschuk,
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Musical Web Sites

Take a look at these musical web sites. If you have Internet access in your classroom, bookmark these sites and show the older children how to find and use them too.

www.kididdles.com/mouseum/index.html

KIDiddles - Mojo's Musical Mouseum — Almost two thousand kids' song lyrics (and tunes you can listen to), organized both alphabetically and by category.

www.members.tripod.com/~ESL4Kids/

The EFL Playhouse - a resource for teachers of young learners — Designed especially for teachers of English as a Second Language, this site offers words and tunes for songs as well as chants and fingerplays.

Web Sites Please!

Add your web site to our list! You may have seen the lists we have developed of useful Internet web sites. Currently we have two lists: (1) *Child Care Related Web Sites*, and (2) *Inclusion Web Sites*.

We are now in the process of developing a new list of *Web Sites of Licensed Child Care Facilities in Saskatchewan*. We would like have a long and comprehensive list of child care centre and home web sites and hope to eventually provide those links to the public (although we are not yet at that stage).

To have a web site considered for addition to our lists, send the web site address to:

kheinrichs@dcre.gov.sk.ca

All of the lists are available from your Program Consultant.