

PARENTS, PRESCHOOL TEACHERS AND RESOURCE CONSULTANTS!!

Want to learn more about using music to develop speech, language, and communication skills? Plan to attend one of the following fabulous workshops, sponsored by Express Yourself! **No musical skills required!!**

MUSIC AT CIRCLE TIME

Learn to use music during preschool circle time to develop speech, language, and social communication skills. This fun-filled, hands-on workshop is intended for preschool teachers and parents with little or no musical background. The workshop will explore the use of music with young children, focusing on strategies for keeping children involved and attentive during music time.

Call for schedule or to request a personalized workshop for your preschool or daycare centre



THERAPEUTIC MUSIC APPLICATION FOR CHILDREN

This interactive workshop will explore the use of music and music therapy with young children with various physical, socio-emotional, cognitive, and communication challenges. Workshop participants will learn how to connect with children through music as well as to incorporate music into daily activities, circle time, and existing programs. Participants will experience the five musical realms - listening, playing, creating, singing, and moving. While no musical background is required, this workshop will appeal specifically to resource consultants, speech-language pathologists, communication assistants, educational assistants, music therapists, teachers, and parents caring for children with special needs.

MUSIC EXPRESS !

Our ever popular Music Express! program continues to be offered in 10-week sessions October - December and February - April each year. Groups are co-led by a speech -language pathologist and a music therapist, with assistance from volunteer students in related fields of study. Speech, language and communication goals are targeted through musical activity such as singing, instrument playing, improvisation, movement, and listening. A fun filled learning session for all !

For further information, please call:

(905) 333.9730

IF YOU ARE CONCERNED ABOUT YOUR CHILD'S SPEECH OR LANGUAGE DEVELOPMENT, PLEASE CONTACT US AT:



Speech, Language & Communication Services
8 - 3455 Fairview Street, Burlington, Ontario L7N 2R4
(905) 333-9730
www.expressyourselfspeech.com

Registered Speech-Language Pathologists:

Kim Pace ~ Sandra Facey ~ Sandra Lane
Corina Murphy ~ Shari Shields ~ Nicole Muir ~ Sarah Robertson

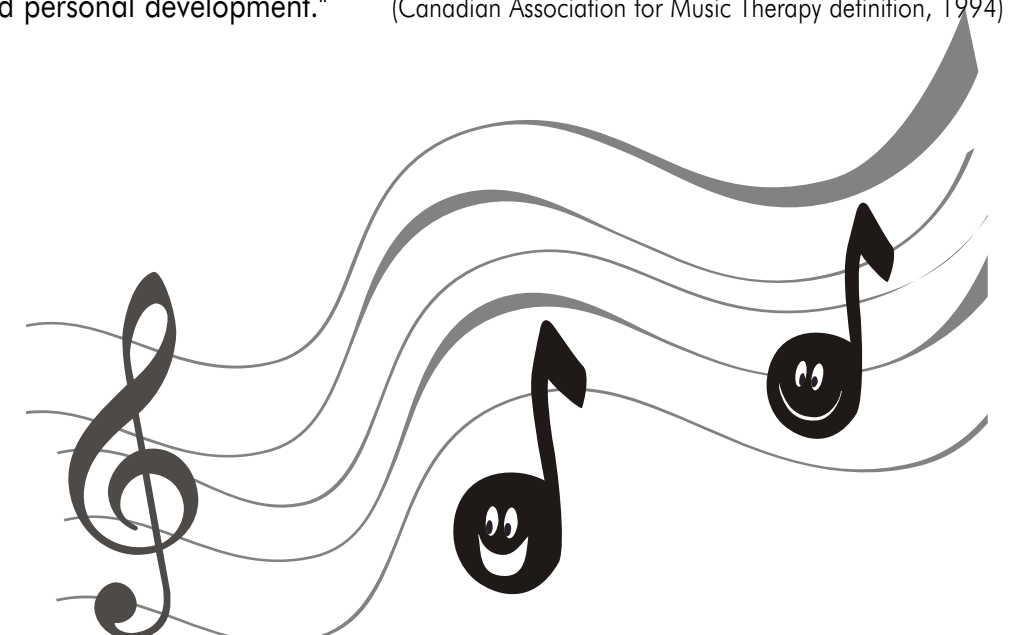
Communicative Disorders Assistant: Irene Lembesis **Office Administrator:** Linda Bond



"Music therapy is the skillful use of music and musical elements by a music therapist to promote, maintain, and restore mental, physical, emotional and spiritual health. Music has nonverbal, creative, structural and emotional qualities. These are used in the therapeutic relationship to facilitate contact, interaction, self-awareness, learning, self-expression, communication and personal development." (Canadian Association for Music Therapy definition, 1994)

"MUSIC IS YOUR OWN EXPERIENCE, YOUR THOUGHTS, YOUR WISDOM. IF YOU DON'T LIVE IT, IT WON'T COME OUT.."

CHARLIE PARKER



The Canadian Association for Music Therapy (CAMT) was established in 1974. Despite the associations existence for three decades, the profession remains unfamiliar to many in Canada. The question, "What is music therapy?" is a common one that all music therapists are regularly asked to answer. Perhaps more interesting to those making inquiries about the profession are the answers to subsequent questions. Parents and other professionals concerned with communication development will ultimately want to know "How can music therapy help my child to communicate?"

Music therapy is successful because children and music are natural companions.

From early ages, children play with sounds. They experiment with vocal pitch, imitate sounds from their environment, create and move to rhythms. Parents will often comment on how much their child enjoys music or how much he/she likes to sing and be sung to. Music is a natural motivator and is highly effective in encouraging children to interact and play. The play that emerges from participation in the music therapy session enables children to be spontaneous and expressive.

To facilitate this, music therapy sessions incorporate listening, instrument playing, improvisation, singing, and move-

ment. These activities involve many features of verbal and nonverbal communication such as imitation, eye contact, turn taking, joint attention, and self-expression, and are planned to provide children with successful opportunities to communicate.

Here is a more detailed look at how the various musical realms can assist in the development of communication skills:

SINGING

Research has demonstrated that singing can help increase self-initiated speech. Songs, like speech, contain an inherent rhythmic structure (Cohen, 1994), which can facilitate the retrieval of spoken words and phrases. *(continued)*

Through songs, oral motor and articulation exercises take on new interest. Difficult tongue and lip movements can be practiced within the context of a fun song. Specific speech sounds can be repeated within a verse, providing multiple opportunities for a child to hear and practice that sound in a very short period of time.

Vocal volume and breathing are addressed while singing, and vocalizations increase in response to the music. Songs can be selected to teach specific language goals. New vocabulary can be introduced, concepts can be experienced (e.g. on, over, under), and grammatical structures can be practiced.



IMPROVISATION

Improvisation, either vocally or with instruments, is communication through the elements of tempo, rhythm, vocalizations, gestures, and facial expressions (Pavlicevic, 2000). Research has suggested that improvisation can increase communicative behaviours of autistic children (Edgerton, 1994). It allows for spontaneity and flexibility while providing enough structure to support and teach the child. Improvisation promotes children's creative abilities as they com-

pose their own music or formulate lyrics to a song. Improvisation also provides an outlet for emotional expression. A child who is unable to say, "I am feeling upset," can communicate that emotion through loud playing which is then supported by the music therapist in a way that lets the child know he/she is being heard and understood.



PLAYING INSTRUMENTS

Playing instruments encourages imitation, an important skill in the early development of language. For example, a child may observe the drum being played by the therapist and imitate it by striking the drum with his hand. After playing, the child looks to the therapist, who responds by playing the drum in a similar way. Eye contact is established. Turn taking begins. The playing encourages shared attention and develops listening skills as tempo and dynam-

ics change as the child responds. In one musical interaction, many communication skills are addressed.

Instrumental activities also provide a natural environment for developing vocabulary, making choices, and practicing language skills. A child is asked, "What do you want?" to which he may verbally respond "I want the drum", sign "drum", or select/point to a picture of a "drum". Whatever the level of communication ability, the child can be immediately rewarded with an opportunity to play that instrument.

MOVEMENT

Movement activities can involve action songs, dancing and instrument playing. The movements can be as subtle as the tapping of a foot or as exuberant as jumping and twirling in a spontaneous dance. Rhythm and melody are motivating elements that invite children to move and respond. Fine and gross motor movements can be addressed in a music therapy session in addition to balance, strength, and coordination. Opportunities to follow directions and to develop comprehension of concepts (e.g. in, up, high, low) can also be easily provided during movement activities.

by: *Michelle LePage*
Music Therapist



HOW CAN YOU USE MUSIC TO DEVELOP COMMUNICATION SKILLS?

There are many ways parents and educators can incorporate music activities at home or in the classroom to encourage children to communicate. Here are some suggestions:

1. Choose songs that are repetitive (e.g. Old Macdonald). These songs have a predictable pattern and give children many opportunities to practice words.
2. Introduce songs at a regular tempo to attract the child's attention, and then repeat the song at a slower tempo. Many times, songs are sung too fast for children to understand, let

along repeat. Remember that while it may feel exceedingly slow to you, a slower tempo will provide the child with increased opportunity to participate and succeed.

3. When singing familiar songs, leave a word out so the child can fill it in. "Twinkle, twinkle little _____, how I wonder what you _____." Wait for the child to sing (i.e. sing, vocalize, gesture, or sign) the word before moving on to the next line in the song. Children will be motivated to bring closure to the line of music, especially if they are familiar with the song. Each time you sing a familiar song, change the word that is left blank to maintain interest and keep your child challenged by the game.

4. Write your own songs by putting words to familiar tunes. If your child needs to practice specific sounds, use words beginning with that sound in your song. Again, make it repetitive. Write a song with just the sounds themselves. When possible, involve your child in the song writing process.

5. Objects can be used as visual cues to indicate desired spoken words. For instance, when singing "and on his farm he had a sheep", hold up a sheep figurine and wait for your child to insert the word into the song. This will provide a visual cue to help your child use their words (signs or pictures), as well as help maintain attention.

6. Get out the drums! Drumming is a fun and interactive way to practice language and communication skills with your child. Take turns imitating what your child plays and they will begin imitating what you play. Use the drum to beat out syllables of words. Tap out words in short phrases. Have a drum conversation.

7. While reading a story involve your child in making up sound effects for characters and actions. Robert Munsch books work really well for this. There are other books that use music to frame the story. Some examples: Waves in the Bathtub by Eugenie Fernandes; Bling, Blang by Woody Guthrie.

8. Use music as transitional cues. Consistently sing a 'tidy-up' song when it is time to tidy-up. Create a 'get ready for bed' song that cues the beginning of bedtime routines. Sing the same song to your child every time you are getting ready to go into the car. Musical transition cues provide a predictable and easily interpreted signal to your child at times that otherwise may be difficult.

9. JUST HAVE FUN! YOU DON'T HAVE TO BE A MUSICIAN OR A GREAT SINGER TO HAVE FUN WITH MUSIC. RELAX AND ENJOY!



WHAT DO MUSIC THERAPISTS DO?

Music therapists work with children and adults using music to promote emotional, physical, spiritual, and mental health.

WHAT ARE THEIR QUALIFICATIONS?

Music therapists possess a Bachelor's and/or Master's degree in Music Therapy and have completed, or are in the process of completing an internship of 1000 hours to become Music Therapy Accredited (MTA).

WHERE DO THEY WORK?

Music therapists work in a variety of settings including hospitals, treatment centres, group homes, nursing homes, prisons, and in private practice.

WHAT DO SPEECH-LANGUAGE PATHOLOGISTS (SLP) DO?

SLPs assess and treat children and adults with communication disorders. Communication disorders may include difficulties with speech production (articulation), language (oral or written), voice, stuttering (dysfluency) or resonance.

WHAT ARE THEIR QUALIFICATIONS?

In Ontario, SLPs possess a Master's Degree (or equivalent) in speech-language pathology, and are registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO) to practice in Ontario.

WHAT IS A COMMUNICATIVE DISORDERS ASSISTANT (CDA)?

CDAs are individuals who, following academic and on-the-job training are fully qualified to work in an adjunctive capacity to a registered SLP. CDAs treat children and adults after diagnosis and treatment approaches have been designed by the SLP.

WHERE DO SLPS AND CDAS WORK?

SLPs and CDAs can be found in a variety of settings including hospitals, schools, treatment centres, and private practice.

HOW DO THEY HELP?

SLPs and CDAs work with the child or adult and their family caregivers, and teachers to improve communication skills.