

## References & Resources

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# Music Therapy



FPG Family  
& Child Care  
Program

# What We Know

- Children naturally sing, chant, rhyme, listen, dance and make music
- Music has a positive impact on children's learning and development
- Music therapy interventions can encourage children's socialization, self-expression, communication, motor development, and cognitive functioning within children's natural environments
- Music therapy interventions are based on developmentally appropriate practice and can be embedded in children's daily routines

# What We Do

## Embed Instruction & Collaborative Consultation Based on Music Therapy

We focus on developing musical indoor and outdoor activities supporting children's learning and development. The music therapist collaborates with teachers to embed music therapy strategies throughout children's daily routines. Embedded instruction and collaborative consultation is consistent with existing practice of the program, and includes staff training.



## Use Music and Sounds for Program Development and Enrichment

Existing and original music, environmental sounds and unique musical instruments are all used to help children both learn new concepts and develop friendships. Singing, dancing, playing music, or listening and exploring sounds all become means of development and interaction.

## Provide Staff Development Activities

Teachers and others are trained in using music as a learning tool within daily classroom routines. For example, staff uses songs to make hand washing and transition routines more successful, or to create opportunities for peer interaction.

## Create a Musical Outdoor Environment

The Music Hut is an outdoor music center with drums, a gong, a cymbal, a xylophone, sound tubes, and an ocean drum located on the child care playground. It is designed to enhance children's outdoor experiences by adding increased opportunities for novel and interactive play.



## Conduct Music Therapy Intervention Research

In support of evidence-based practice, the efficacy of music therapy interventions is measured quantitatively. Research on music therapy interventions for children with disabilities, including visual impairment and autism, has been conducted at the FPG Child Care Program.

# Charley

CHARLEY IS A THREE-YEAR-OLD BOY with multi-disabilities including low vision. One of Charley's Individual Education Plan (IEP) goals is to increase peer interaction on the playground. Mona, his classroom teacher, consults with the program's music therapist and asks for musical activities which would support those goals. Together they think about activities which are fun for everyone and accomplish Charley's needs.



The class gathers in the Music Hut, located on the playground. Charley lies on top of the drum wall while his peers rhythmically play the drums for him. He feels the vibrations of the drums and responds with coos and a smile to the vibrational body massage. Mona and her class

respond with a spontaneous song accompanied by the music therapist on the guitar.

The children feel like dancing and spin around to the improvised music they make. Mona assists Charley in dancing with a peer who holds his hands and jumps up and down with him.

To further enhance social interaction and provide multi-sensory input, Mona and the music therapist collaborate in composing a song about wiggling your toes in the sand. All children participate joyfully in this activity in the sandbox. ■