

Children's Right to Music

Early Childhood

Marcia Humpal, M.Ed., MT-BC

A Human Rights Based Approach...

...integrates the norms, standards and principles of international human rights into the entire process of development programming, including plans, strategies and policies.

Principles Inform a Rights-based Approach

For Example, Participation and Inclusion:

- Every person and all peoples are entitled to:
*active, free and meaningful participation in, contribution to and enjoyment of civil, economic, **social, cultural** and political development, through which human rights and fundamental freedoms can be enjoyed.*

From: *A Human Rights-Based Approach to Education for All*, UNICEF, 2007

Every Child is Unique, and Has a Right to:

- Education
- Enjoy one's own culture
- Grow up in a family with love
- The highest attainable standard of health
- Engage in activities
- Express feelings

U.N. Committee on the Rights of the Child (1997)

- interprets the right to education
 - as beginning at birth
 - is closely linked to the child's right to maximum development
- calls on governments to ensure that **young children** have access to programs of health care and education designed to promote their well-being,
- stresses that the right to **optimum development** relies on:
 - **education during early childhood**
 - with systematic and quality **family involvement.**

Developmentally Appropriate Practice

DAP:

- Provides for all areas of a child's development
- Bases planning on observations/recordings of child's interests and developmental progress
- Plans environment to facilitate learning through interactive play with adults, peers and materials
- Provides for a wide range of interests and abilities

Bredekamp (1987)

1997 Re-examination of DAP also addresses:

- Needs of children at risk
- A more flexible definition of the word “appropriate”
- Infant brain research
- Insight into community building among young learners

Developmentally and Individually Appropriate Musical Experiences are Guided by These Beliefs:

- **ALL children have musical potential -- they:**
 - bring their own unique interests and abilities to the music learning environment
 - can develop critical thinking skills through musical ideas
 - come to early childhood music experiences from diverse backgrounds
 - should experience exemplary musical sounds, activities and materials.

Let's Focus on:

- Music
- Early Childhood Education and Early Intervention

....and how each relates to today's general topic:
CHILDREN's RIGHT to MUSIC

Message #1:
***Children express themselves
through music.***

Music is a safe and natural way for children of ***all abilities*** to experience and communicate their emotions.

Message #2:

**Everyone can explore and share
culture through music.**

Music is a part of our identity.
Children can enjoy learning
about their own culture and
others through musical
experiences.

Message #3:
***Children learn about music by
enjoying and making music.***

When music becomes part of everyday life, children develop a life-long love and understanding of its many forms and styles.

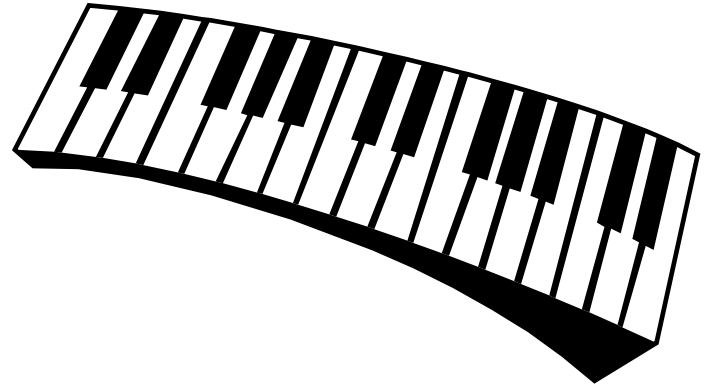
Message #4:
***Children learn and grow
with music.***

Their cognitive, social, emotional, language, and physical development are all enhanced through music making.

From Sesame Street's Music Works Wonders project, 2001

Research, Evidence-Based Practice (*& Common Sense!*) Tells Us that Music:

- Is among the first modes of communication
- Is an avenue for cultural and self expression
- Creates important contexts for group effort
- Contributes to “school readiness”
- Helps in the development of *communication, academic, motor, emotional and social skills*
(*LIFE SKILLS*)



MUSIC EDUCATION?

MUSIC THERAPY?

**Meaningful Music for
Young Children**

MUSIC Components:

- *Singing (using the voice)*
- *Playing*
- *Moving*
- *Listening*



NON-MUSIC Components

- * *Communication*
- * *Academic/Cognitive*
- * *Motor (gross & fine)*
- * *Social*
- * *Sensory*

- * *,,, always encouraging good SELF-ESTEEM*

Representative Research Evidence

Communication Skills	Lim, H. 2010. Effect of “Developmental Speech and language Training through Music” on speech production in children with Autism Spectrum Disorders. <i>Journal of Music Therapy</i> , 47(1), 2-26.
Academic Skills	Standley, J. & Hughes, J. (1997). Evaluation of an early intervention music curriculum for enhancing prereading/writing skills. <i>Music Therapy Perspectives</i> , 15 (2), 79-86.
Motor Skills	Thaut, M., Hurt, C., Dragan, D., et al. (1998). Rhythmic entrainment of gait patterns in children with cerebral palsy. <i>Developmental Medicine and Child Neurology</i> , 40(15).
Emotional Skills	Abad, V. & Williams, K. (2007). Early intervention music therapy: Reporting on a 3-Year project to address needs with at-risk families. <i>Music Therapy Perspectives</i> , 25 (1), 52-58.
Social Skills	Kern, P., Wolery, M., & Aldridge, D. (2007). Use of songs to promote independence in morning greeting routines for young children with Autism. <i>Journal of Autism and Developmental Disorders</i> , 37, 1264-1271.

Developmentally Appropriate Music Therapy



Considers:

- all aspects of play
- all aspects of musical development
- all aspects of each child...
in order to be most effective.

Autism Spectrum Disorders (ASD)

- Increased incidence
- A SPECTRUM of disorders
- Early identification
- Early intervention
- Many opinions on causes
- Many approaches to treatment

- NO ONE ANSWER....

*If you've met one child with autism....you've met
ONE child with autism!*

Music Therapy and ASD...

A point to ponder:

- *Music therapy can be the therapy that reinforces all other therapies and approaches*

Why Music? Music can...

- Capture attention
- Interrupt a stereotypic behavior and allow an acceptable substitution
- Draw a person into a group situation in a non-threatening manner
- Be an effective tool for encouraging positive behavior
- Make the child feel good about him/herself

Why Music Works

- The brain processes music in both hemispheres
- Repetition is processed in many ways
- Songs help EXPLAIN change
- Children may sing things before they say them
- Music can give *structure* to our lives

Family-Based Settings

- In educational centers
- In the community
- On an individual basis

Goals for Children Birth through Age 2

- Family-centered
- Service delivered in natural environments
- May be referred to as “outcomes”
- Music therapy may be a “strategy” to achieve a stated “outcome”

Critical Elements for Early Brain Development

- Attention
- Bonding (Attachment)
- Communication

The Process

- **Immerse** children in musical experiences
- **Encourage** their musical responses
- **Motivate** their playful explorations of musical experiences



Longer Attention Span

- **WHY???**
 - Necessary for higher level learning
 - Length of engagement yields more sophisticated communication
- **HOW???**
 - Extend attention span via motivational phrases and animated adults
 - Responding to children's interests increases attending
 - Use multiple cues to direct children's attention

Attention

- **Multi-modal cueing**
- **Transitions**

Bonding (*Attachment*)

- Eye contact
- Motion/movement
- Touch
- Smiles
- Emotional contact
(Attunement)



Inviting not Frightening



Communication

- Verbal contact
- Eye contact
- Touch
- Smiles
- Attunement



Music Can Help Develop Interaction and Communication Skills

- Form of social routines; encourages turn taking
- Repetitious form of play -- sets up anticipation
- Children respond to rhythm and intonation before words
- Language and music both have varied accents, rhythm and tone patterns
- Lyrics aid language comprehension
- Participation can be nonverbal
- Music is “portable” play

Benefits for Families

- Teaches alternate ways to interact and communicate
- Promotes generalization and transfer of skills to the home setting
- Provides opportunities for building relationships and positive interactions
- Gives new music related leisure skills
- Provides acceptable emotional outlets

Music Therapy with Young Children in Educational Settings

Is Both:

- Playful
- Purposeful

**...and Can Simultaneously Address
Various Levels of Development**

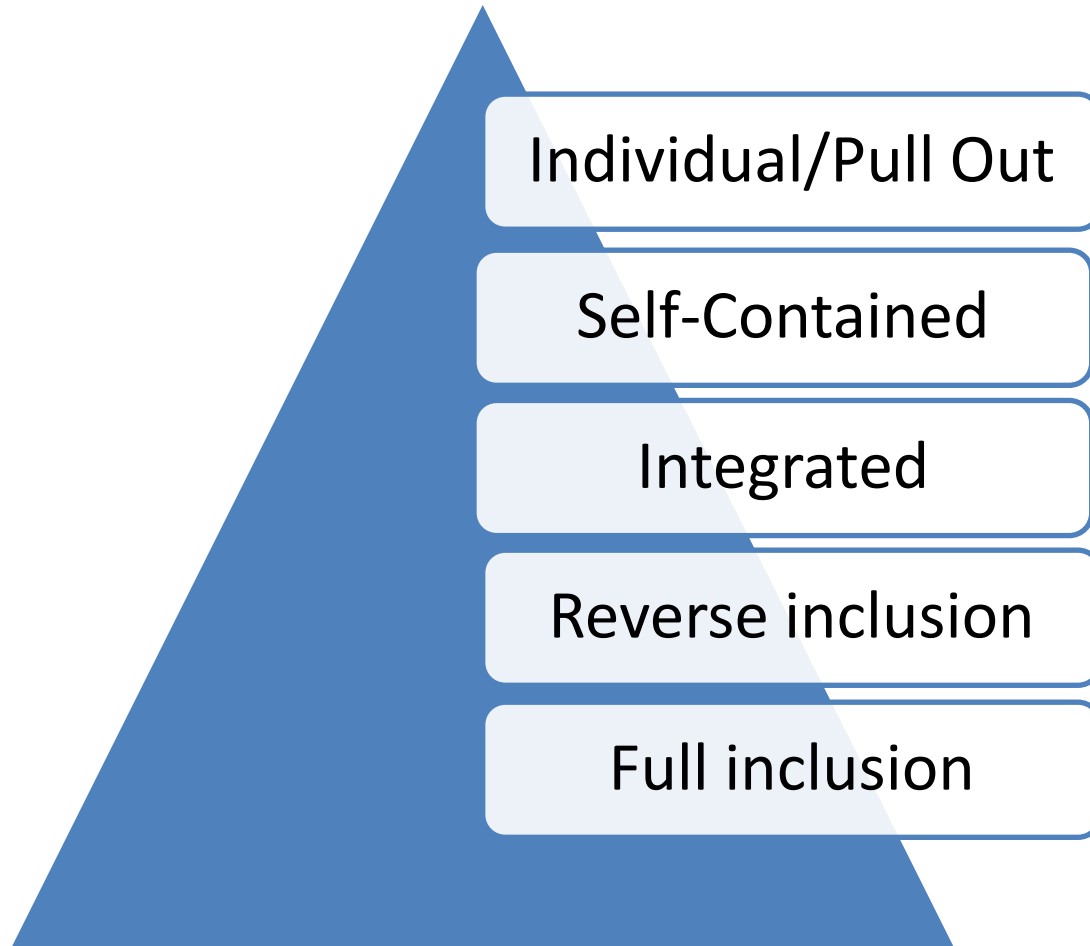


Types of Musical Play within Early Childhood Educational Settings

- Individual Exploratory Play – facilitated by arranging the environment
- Permeable Learning Settings – music is embedded throughout other aspects of the curriculum
- Guided Group Play – though often adult-directed, children's responses and improvisation are important components



Most to Least Restrictive Environment



Class/Sessions may be:

- Determined by children's ages
- Type of specialized program
- Cross-categorical or non-categorical
- Highly structured
- Child-directed

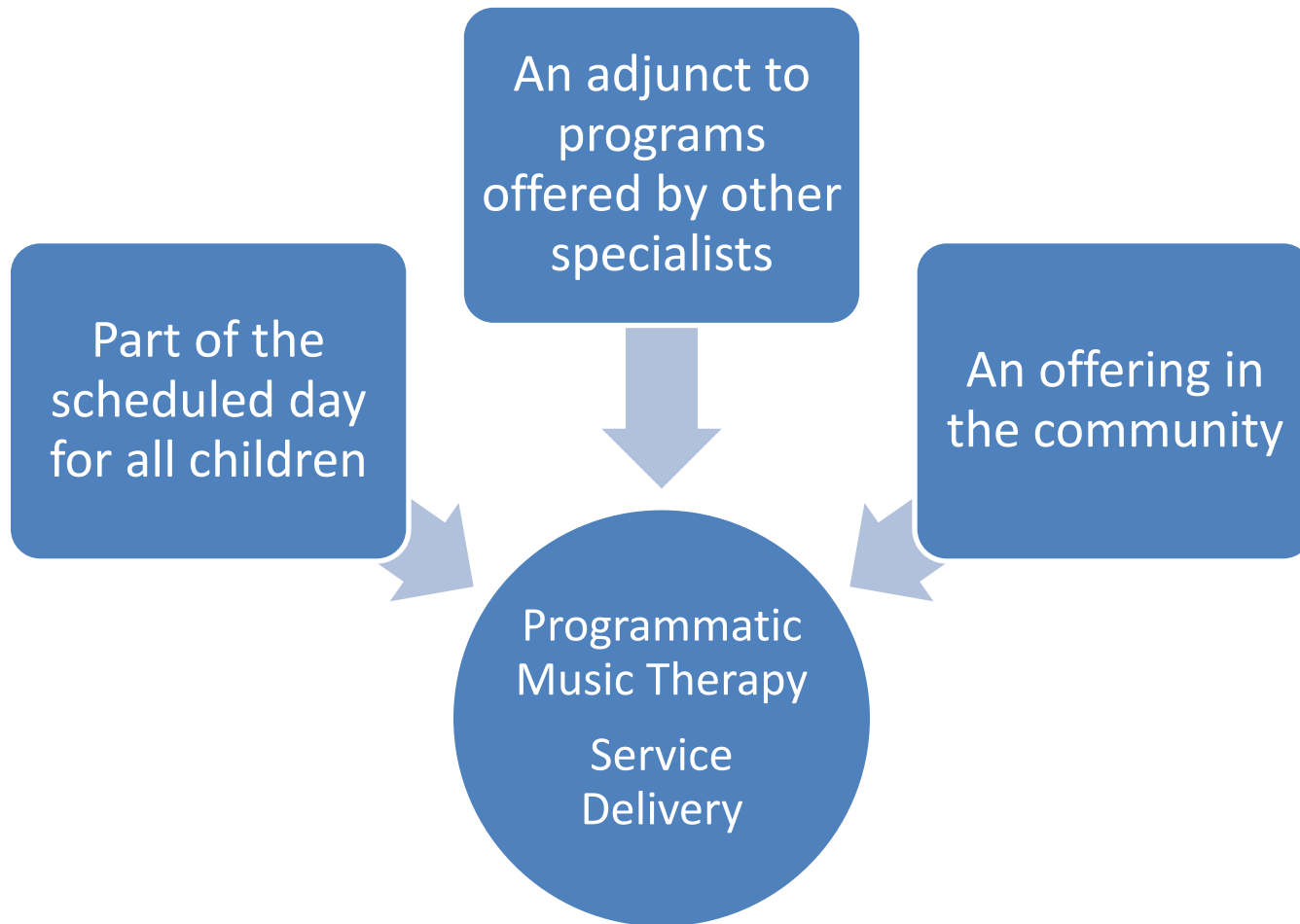
Service Delivery is Driven by Guidelines and Standards

- Developmentally Appropriate Practice (DAP)
- Early Learning Standards or Governmental Regulations
- Pre-K Music Standards
 - Singing and Playing Instruments
 - Creating Music
 - Responding to Music
 - Understanding Music

Two Main Types of Music Therapy Service Delivery Models

- 1) Programmatic Music Therapy service delivery
- 2) Music Therapy services driven by the child's individualized educational program

Programmatic Model



Goals & Objectives

- Integrated Goals and Objectives Across Disciplines for Programmatic Music Therapy
- Programmatic Goals on an IEP
- Specific Music Therapy Goals and Objectives on the IEP

Integrated Goals and Objectives Across Disciplines for Programmatic Music Therapy

Mathematical Thinking/Cognitive/Academic/Pre-academic/Music

- Goal: *To increase awareness of 1:1 correspondence and the concepts of “more than” and “less than”.*
- Objective: *Child will correctly match objects, instruments, or pictures in 4 of 5 opportunities for 3 consecutive sessions as measured by the classroom teacher or music therapist.*
- Objective: *Child will add an object, instrument, or prop in a group activity, song, or free play setting to demonstrate one more” in 4 of 5 opportunities for 3 consecutive sessions as measured by the classroom teacher or music therapist.*

Programmatic Goals on an Individualized Education Plan

Communication/Language and Literacy/Cognitive/Pre-Academic

- Goal: *Child will increase his ability to understand language from following routine direction and identifying objectives in a familiar environment to appropriately responding to a variety of directions, identifying a variety of words and pictures and understanding question in an adult directed activity.*
- Objective: *During a structured activity, child will respond to a simple direction (e.g. stop, come here) for 4 out of 5 opportunities on 3 different days as measured by school staff.*
- Objective: *During a structured activity, child will identify a requested item from a choice of 3 (e.g., get the ___) for 4 out of 5 opportunities on 3 different days as measured by school staff.*

Specific Music Therapy Goals and Objectives on the IEP

Sensory/ Creative Expression/Musical Play

- Goal: *Child will increase her toleration for a variety of sounds, textures, instruments and objects.*
- Objective: *Child will accept new instruments, activities and materials during music sessions while maintaining participation, with no more than 4 redirections for 4 consecutive sessions as measured by the music therapist.*
- Objective: *Child will remain in the music play area for ten minutes for both recorded and live music activities over three consecutive days.*

Ways to *Use* Music Throughout the Day

- To transition
- To give directions
- As a carrier of information
- As a reinforcer
- In theme units
- With instruments (making & using them)
- Relaxation
- As an energizer
- As an adjunct to other therapies
- As its own entity
- In pretend play and creative expression

Some Developmentally Appropriate Strategies and Interventions

- Employing Purposeful Props within the Routine
- Engineering the Environment
- Capturing Attention, Varying the Pace, and Inserting Pregnant Pauses
- Using Seamless (*and Musical*) Transitions

Tuffets – Purposeful Props and Part of the Routine



Arranging the Environment for Interaction



Vary the Pace & Insert a Pregnant Pause



***TRANSITIONS* - Music Helps *explain* Change**

- The song itself is *predictable*
- Repeating a message via music is *non-threatening*
- If sung or played in a soothing manner, music may help establish *trust*
- Music may act as a *signal* for recalling information

Tuneful Tips

- Capture their attention
- Present concrete experiences that may be “bumped up” to a higher level of play
- Build anticipation
- Vary the tone of your voice – be EXPRESSIVE
- Make transitions “seamless” ...
- E.g., use the music as a structure for turn-taking



Repetition:

- Provides a comfort level...
- that builds coping skills...
- and facilitates scaffolding
- ***Repetition, repetition, repetition, repetition!***
(repeat but systematically change
one attribute at a time)

Provide Opportunities for

RESPONSE

- Be expressive
- “**More?**” – encourage *any type* of communication to continue.
- ...WAIT!

The MUSIC

- Live, unaccompanied, or simple accompaniment
- Repetitive words and sound effects
- Contrasts (*play/stop, loud/soft, fast/slow*)
- Multicultural
- Universal children's chant
- Recorded instrumental
- Rhythmic chants/rap

Sensory Considerations

- Directionality
(e.g., up/down, front/back)
- Ability to cross midline
- Left to right experiences
- Body Awareness
- Define Space (mark your spot) – Ex. -“Tuffets”



Rationale for the Use of Music Therapy with Young Children

Music...

- Is a “universal language.”
- Is an inherent part of the young child’s world
- Occurs naturally in our environment in many settings.
- Is a socially appropriate activity & leisure skill...

Furthermore:

- *Music therapy provides opportunities for...*
 - experiences in “self-organization” & self-expression.
 - experiences in relating to others.
 - opportunities for participation at one’s own level.
 - sharing shining moments between family members.
- *Music therapy may...*
 - be adapted for group or individual experience.
 - reinforce nonmusical skills, such as speech, language & math.
 - give children with disabilities who are not necessarily disabled in their musical skills a chance to excel.

Rationale (continued)

Every child is entitled to receive music experiences appropriate/adapted to his or her individual needs and abilities in the home, community and educational setting...

***YOUNG CHILDREN HAVE A
RIGHT TO MUSIC***

