



Elizabeth K. Schwartz LCAT MT-BC

www.raisingharmony.com

FROM CHAOS TO COMMUNITY

EARLY CHILDHOOD GROUPS FOR YOUNG CHILDREN WITH AUTISM

FROM CHAOS TO COMMUNITY

COURSE OBJECTIVES

- ✘ Participants will identify key components of group process for young children with Autism
- ✘ Participants will learn music centered music therapy strategies and interventions that support group participation for young children with Autism
- ✘ Participants will identify outcomes to assess group participation for young children with Autism

AUTISM SPECTRUM DISORDERS

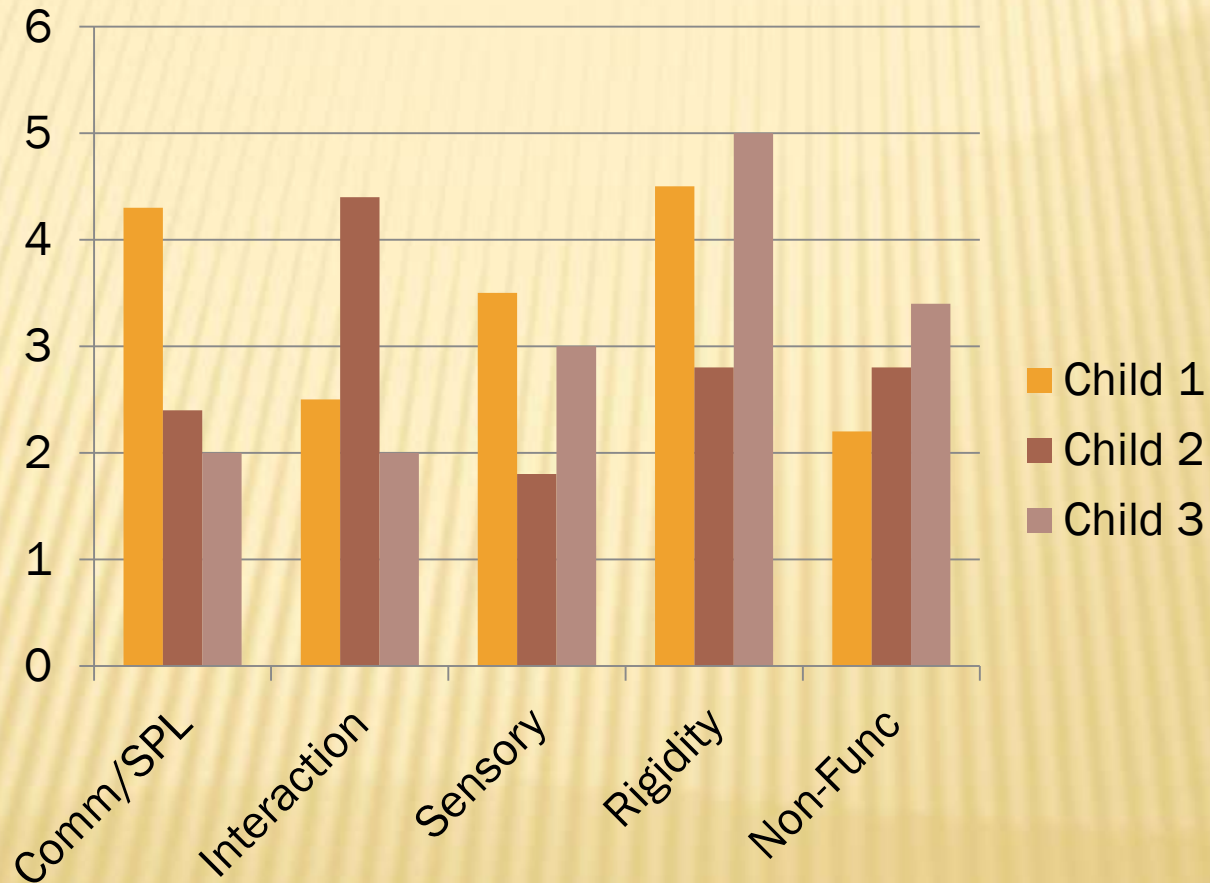


Centers for Disease Control and Prevention
Your Online Source for Credible Health Information

- ✗ The Centers for Disease Control and Prevention estimates that 1 in 88 children in the United States has been identified as having an autism spectrum disorder (ASD).
- ✗ Autism spectrum disorders are almost five times more common among boys than girls – with 1 in 54 boys identified.
- ✗ Center for Disease Control Statement on Autism
March 29, 2012



AUTISM SPECTRUM



TREATMENT IN AUTISM

- ✗ Behavior and Communication Approaches
 - + Applied Behavior Analysis (ABA)
 - + Developmental, Individual Differences, Relationship-Based Approach (DIR; also called “Floortime”)
 - + Treatment and Education of Autistic and Communication- Related Handicapped Children (TEAACH)
 - + The Picture Exchange Communication System (PECS)
- ✗ Dietary Approaches
- ✗ Medication
- ✗ Complementary and Alternative Medicine

SUCCESSFUL STRATEGIES

- ✗ Individualized
- ✗ Developmental
- ✗ Predictable
- ✗ Opportunity for Practice
- ✗ Opportunity for Generalization



EARLY CHILDHOOD MUSIC GROUPS

✕ Benefits:

- + Socialization
- + Generalization of skills
- + Developmentally appropriate experiences
- + Community involvement
- + Family support



EARLY CHILDHOOD MUSIC GROUPS

✕ Challenges

- + Sensory sensitivity
- + Limited or specific skill set
- + Lack of exposure to varied environments
- + Community commitment to integration
- + Family needs



EARLY CHILDHOOD MUSIC GROUPS

✕ Why?

- + Supported by law and regulation

- + Allows for:

 - ✕ Individual goals, strategies, outcomes

 - ✕ Developmental

 - ✕ Predictable

 - ✕ Opportunity for Practice

 - ✕ Opportunity for Generalization

IDEA PART C - EARLY INTERVENTION

- ✕ Statute: TITLE I / C / 631
- ✕ (4) to enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities;
- ✕ Statute: TITLE I / C / 632
- ✕ (G) to the maximum extent appropriate, are provided in natural environments, including the home, and community settings in which children without disabilities participate;

IDEA I / C / 632 / 1 / 4 / G
<http://idea.ed.gov>

STRENGTHS

- ✖ Alert to auditory information
- ✖ Pitch accuracy
- ✖ Responsive to harmony
- ✖ Strong melodic memory
- ✖ Heightened response to music
- ✖ Music-based communicative language
- ✖ More appropriate functioning in music

CHALLENGES

- ✖ Hyper or hypo alert to sounds
- ✖ Inconsistent or scattered responses
- ✖ Sensitive to pitch and harmony
- ✖ Unusual movement patterns
- ✖ Rigidity toward structure or key or tempo
- ✖ Fascination with therapist's mouth
- ✖ Non-functional use of instruments

CHILDREN WITH AUTISM MUSICAL CHARACTERISTICS

PLAY BASED GROUP BUILDING

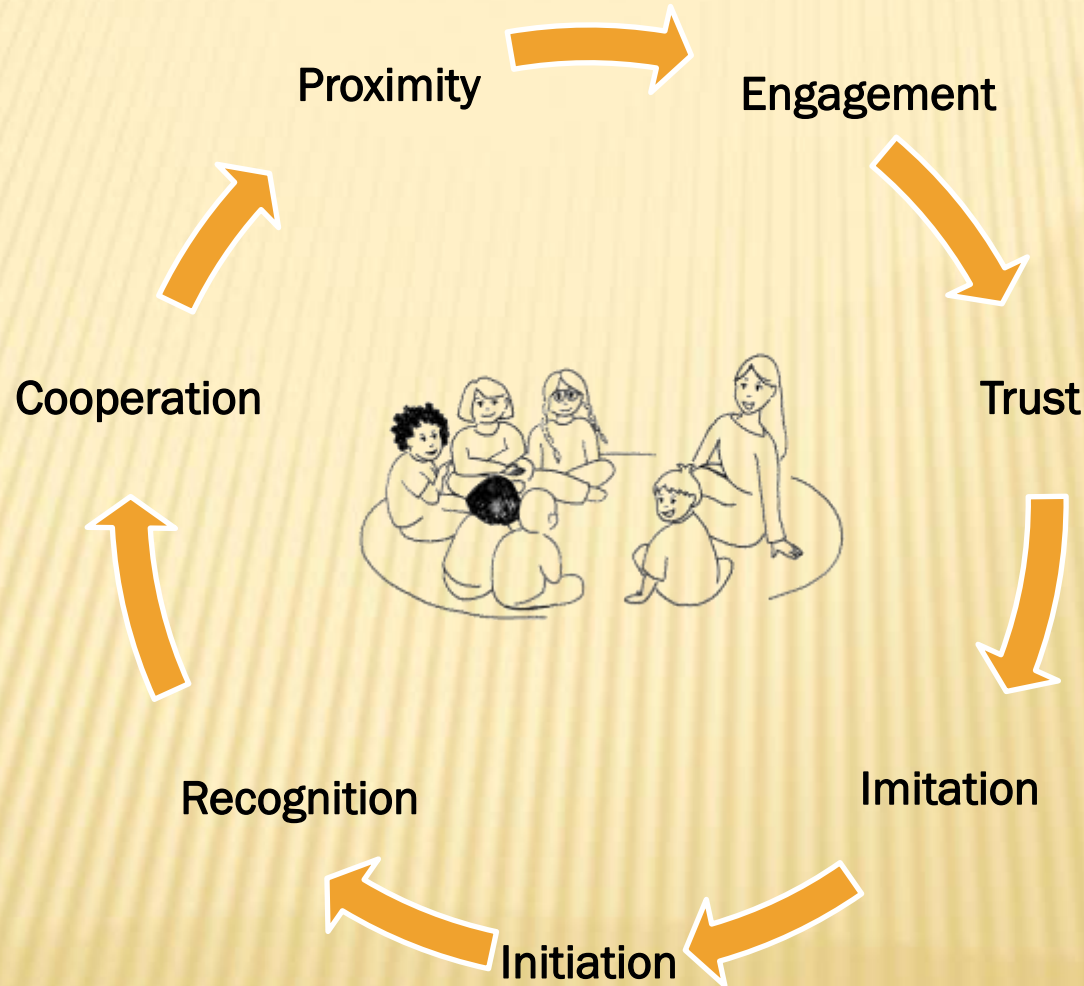
- ✕ Unoccupied Behavior
- ✕ Onlooker Play
- ✕ Solitary Play
- ✕ Parallel Play
- ✕ Associative Play
- ✕ Cooperative Play

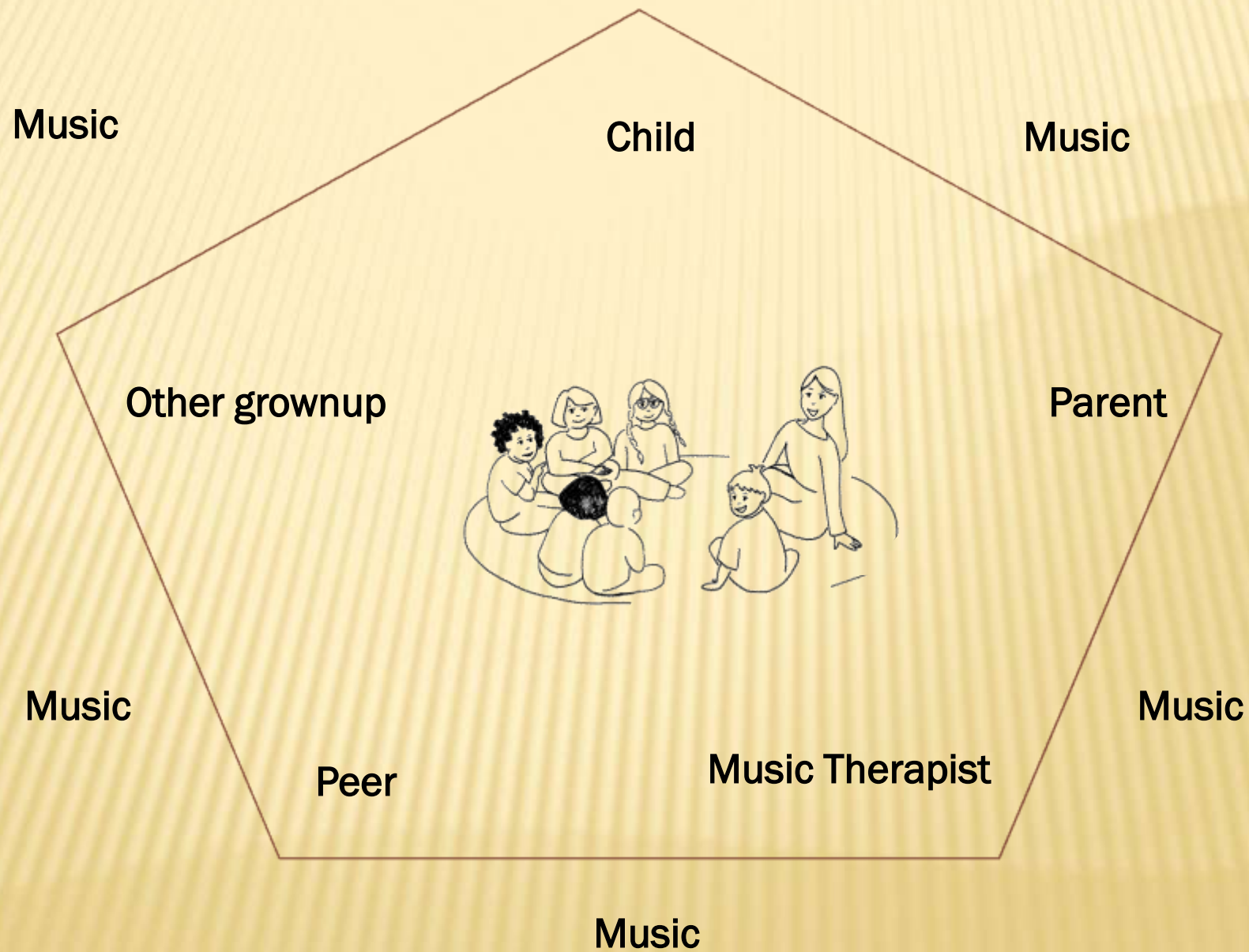


+ Parton, M. (1932). Social play among preschool children. *Journal of Abnormal and Social Psychology*, 27, 243 – 269.

EARLY CHILDHOOD MUSIC GROUP PROCESS

Elizabeth K. Schwartz 2012





MUSIC THERAPY INTERVENTIONS

- ✖ Mutual Focus
- ✖ Movement Synchrony
- ✖ Rhythmic Synchrony
- ✖ Reciprocity
- ✖ Timbre Response
- ✖ Pitch and Melody Imitation
- ✖ Joint Referral
- ✖ Shared Structure
- ✖ Shared Meaning



MUSIC THERAPY STRATEGIES

- ✕ Unaccompanied Voice
- ✕ Movement
- ✕ Comfortable key for 'grownup' participation
- ✕ Responsive tempo
- ✕ Pitch exploration
- ✕ Repetition
- ✕ Functional language

Transition Songs:

Musical repetition

Pairing transition songs with transitions

Repetition and practice

Reliable structure and time

Use of scales, harmony, timbre, tempo and dynamics to mirror emotions

Regularity of patterns

Good Morning to You

Adapted E.K. Schwartz

Freely
Harmonize with a single tone on F

Voice

The image shows a musical score for the song 'Good Morning to You'. It is written for voice and piano. The key signature is one flat (Bb) and the time signature is 3/4. The melody is simple and repetitive, using a single tone on F. The lyrics are: 'Good morn - ing. Good morn - ing. Good morn - ing to you. Good morn - ing. Good morn - ing. Good morn - ing to you.' The score is divided into two staves, each with a treble clef and a key signature of one flat. The first staff contains the first line of the melody and the second staff contains the second line. The lyrics are written below the notes.

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EARLY CHILDHOOD MUSIC GROUP PROCESS

PROXIMITY

Embedded Songs:

Transitory matching actions of child.

Short and very spontaneous

Musical structure less important

The rhythm and meter stretch and shrink

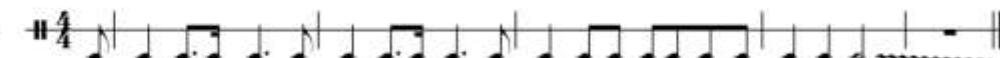
Melodic contour complements the ebb and flow of the activity.

Harmony or interesting scales are used to mirror and explain

A Car on My Knee

E.K. Schwartz

Like a Snare Drum Spoken



A car on my knee. A car on my toe. A car on my bel-ly now it's time to go!
A truck on my knee. A truck on my toe. A truck on my bel-ly now it's time to go!
A bus on my knee. A bus on my toe. A bus on my bel-ly now it's time to go!

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EARLY CHILDHOOD MUSIC GROUP PROCESS ENGAGEMENT

GATHERING SONGS:

SYNCHRONOUS MOVEMENT

COMPELLING BEAT

SIMPLE RHYTHMIC PATTERNS

CLEAR STRUCTURE

SOCIAL LANGUAGE

I'm Glad You're Here Today

E.K. Schwartz

In a feeling of two

Chords: D min C D min C D min A7 D min

Voice

Hey. Hey. I want to say I'm glad you're here with me to - day. Hey. Hey. I
Hey. Hey. I'm glad to say that Julia and Rae are here to - day. Hey. Hey. I'm

Chords: C D min G min A7 D min

want to say I'm glad you're here to - day.
glad to say that Andrew is here to - day.

EARLY CHILDHOOD MUSIC GROUP PROCESS

TRUST

Movement Songs:

Connect movement contour to contour of musical melody

Movement has duration just as music does.

Movement also has dynamics and articulation

Movement, like music, has tempo

Will You Come?

Adapted E.K. Schwartz
Folk song

With strong rhythm

Voice

The musical score is written for voice in 4/4 time. It features a melody with various notes and rests, accompanied by lyrics. The score is divided into several lines of music. The first line starts with a treble clef and a key signature of one flat (Bb). The melody begins with a quarter note G4, followed by a quarter note A4, and then a series of eighth notes. The lyrics are 'I'll be march-ing to the mu-sic. Will you come? I'll be march-ing to the mu-sic. Will you'. The second line continues the melody with a quarter note G4, followed by a quarter note A4, and then a series of eighth notes. The lyrics are 'come? I will go find my friends and we will have some fun. I'll be march-ing to the mu-sic. Will you'. The third line starts with a treble clef and a key signature of one flat (Bb). The melody begins with a quarter note G4, followed by a quarter note A4, and then a series of eighth notes. The lyrics are 'come? One, two, three, four, Come and march some more! I'll be march-ing to the mu-sic. Will you come? I'll be'. The fourth line continues the melody with a quarter note G4, followed by a quarter note A4, and then a series of eighth notes. The lyrics are 'march-ing to the mu-sic. Will you come? I will go with my friends and'. The fifth line starts with a treble clef and a key signature of one flat (Bb). The melody begins with a quarter note G4, followed by a quarter note A4, and then a series of eighth notes. The lyrics are 'we will have some fun. I'll be march-ing to the mu-sic. Will you come?'. The score includes various musical notations such as treble clef, key signature, time signature, and various note values (quarter, eighth, and sixteenth notes).

I'll be march-ing to the mu-sic. Will you come? I'll be march-ing to the mu-sic. Will you

come? I will go find my friends and we will have some fun. I'll be march-ing to the mu-sic. Will you

come? One, two, three, four, Come and march some more! I'll be march-ing to the mu-sic. Will you come? I'll be

march-ing to the mu-sic. Will you come? I will go with my friends and

we will have some fun. I'll be march-ing to the mu-sic. Will you come?

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EARLY CHILDHOOD MUSIC GROUP PROCESS

IMITATION

Instrument Songs:

An instrument is something outside of the child, but also something a child can use or transform

Instruments give a clear and immediate response to an action

Provide for curiosity and exploration

Become an object of focus

Can be shared

I Can Move Around

E.K. Schwartz

Quickly with strong accents

Voice

D Em Em D

I can move a-round and make some mu-sic. Shaking up and down and making mu-sic.

G D A7 D

I can move a-round I love to make that sound. I can move a-round and make mu-sic.

D Em Em D

La la la la la la la la. La la la la la la la la.

G D A7 D

I can move a-round I love to make that sound. I can move a-round and make some mu-sic.

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EARLY CHILDHOOD MUSIC GROUP PROCESS INITIATION

Songs About Me:

Every musical element can be adjusted to echo what it is about 'me' that is special

Timbre is very important

Different keys, modes and scales create different moods

Music can also be used to examine and explore abstract concepts of 'me'

The words set the stage, but the musical elements are used to replicate the feeling

All Of This Is Me

E.K. Schwartz

Harmonize with D and A open 5th

Voice

The musical score is written on three staves. The first staff is labeled 'Voice' and contains the melody with lyrics: 'From my head, head, head. To my toes, toes, toes. My eyes, my ears, my mouth, my nose. From my'. The second staff continues the melody with lyrics: 'hands, hand, hands. To my knees, knees, knees. And all of this is me, me, me. And all of this is me, me, me.'. The third staff contains the lyrics 'Me, me, me.' repeated four times, each time with a different musical accompaniment.

From my head, head, head. To my toes, toes, toes. My eyes, my ears, my mouth, my nose. From my

hands, hand, hands. To my knees, knees, knees. And all of this is me, me, me. And all of this is me, me, me.

Me, me, me. Me, me, me. Me, me, me. Me.

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EARLY CHILDHOOD MUSIC GROUP PROCESS RECOGNITION

Bonding Songs:

Singing voice

Simple, repeated intervals

Warm, perhaps 'cooing' timbre

Rhythms are free

Meter often mimics rocking

Comfort to tension to comfort

My Brand New Friend

Adapted E.K. Schwartz
Folk Melody

Quickly

Voice

The musical score is written on three staves in 4/4 time. The first staff begins with a treble clef, a key signature of one flat (B-flat), and a tempo marking of 'Quickly'. The melody starts on a whole note F, followed by eighth notes, and then a half note A. The second staff continues the melody with a half note G, a quarter note F, and a half note E. The third staff starts with a whole note C, followed by eighth notes, and then a half note B. The lyrics are: 'Jumping up and down with my brand, new friend. Jumping up and down with my brand, new friend.' The fourth staff continues the melody with a half note A, a quarter note G, and a half note F. The lyrics are: 'Jump - ing up and down with my brand, new friend. Time to stop! 'Cause its the end.' The fifth staff starts with a whole note C, followed by eighth notes, and then a half note B. The lyrics are: 'One. Two. Here's what you do, Find a-noth - er friend to jump with you.' The sixth staff continues the melody with a half note A, a quarter note G, and a half note F. The lyrics are: 'Find a-noth - er friend to jump with you.'

Jumping up and down with my brand, new friend. Jumping up and down with my brand, new friend.

Jump - ing up and down with my brand, new friend. Time to stop! 'Cause its the end.

One. Two. Here's what you do, Find a-noth - er friend to jump with you.

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EARLY CHILDHOOD MUSIC GROUP PROCESS COOPERATION

FAMILY OUTCOMES

- ✗ Models of musical play interaction
- ✗ Movement synchrony
- ✗ Understanding of vocal/verbal communication
- ✗ Reciprocal communication
- ✗ Repetition and Practice
- ✗ Joint attention
- ✗ Community support



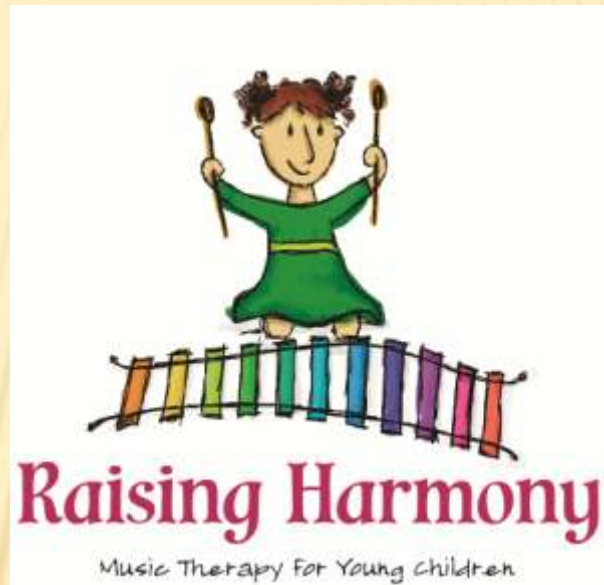
CHILD OUTCOMES

- ✖ Engagement
- ✖ Community acceptance
- ✖ Opportunity for practice
- ✖ Opportunity for generalization of skills
- ✖ Peer to peer reciprocity
- ✖ Expansion of experiences
- ✖ Motivation



GO GREEN

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Thank You!

RESOURCES

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