

Music Therapy Assessment



Early Intervention to Early Elementary

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Music Therapy Assessment: Early Intervention to Early Elementary

- An overview of two music therapy assessment tools created for practice with young children from early intervention to early school-aged - The Early Childhood Strengths, Needs and Resources Review (ECSNRR) and the MIECD (Music Indictors of Early Childhood Development). Access to copies of both assessment tools will be provided to participants.
- Participants will demonstrate knowledge of factors impacting a clinician's ability to review and select music therapy assessment instruments and procedures. (CBMT Board Certification Domains 2015 I.B.7,8.)
- Participants will develop or improve their ability to select, adapt, or develop an assessment instrument and procedures for a specific client and specific clinical setting. (CBMT Board Certification Domains 2015: I.B.9,10.)

Early Childhood Strengths, Needs and Resources Review (ECSNRR)

- Global
- Theoretical Orientation: Humanistic

Music Indictors of Early Childhood Development (MIECD)

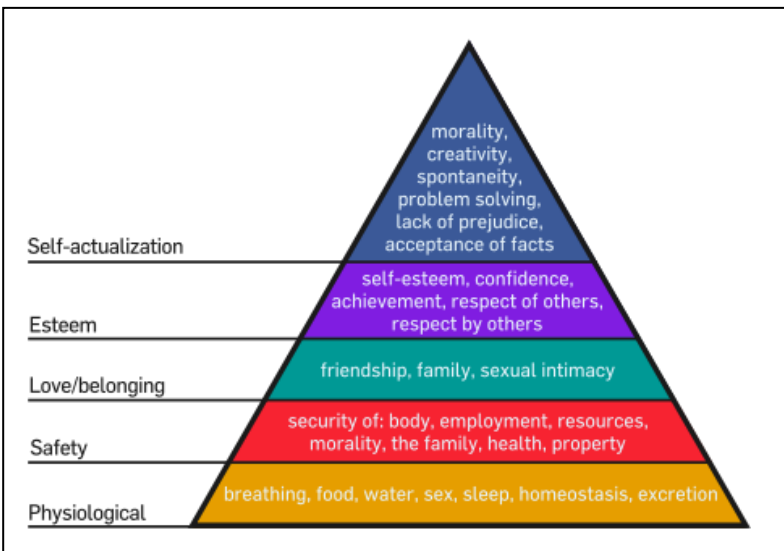
- Specific
- Theoretical Orientation: Developmental

Easy to Use
Music based
Provide relevant clinical information
Easy to share among other professionals

Early Childhood Strengths, Needs and Resources Review (ECSNRR)

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*An early childhood assessment tool
Based on the work of Abraham Maslow
Maslow, A. H. (1943). A Theory of Human Motivation.
Psychological Review, 50(4), 370–396.*



Child's Name:

Date of Birth:

Date of Assessment:

Location:

Referral Information:

Classification/Diagnosis:

Evaluator:

Early Childhood Strengths, Needs and Resources Review

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Physiological and Safety Needs	Strengths	Needs	Resources	Suggested Goals /Interventions
Health Pain Sensory tolerance Automatic response regulation Nutrition Swallowing Touch sensitivity Sensory modulation Emotional regulation Energy Stamina Environmental stimulation Environmental security				

Early Childhood Strengths, Needs and Resources Review

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Love, Affection, and Belonging	Strengths	Needs	Resources	Suggested Goals /Interventions
Communication System Engagement- with environment/others Motivation Reciprocity-with adults/peers/objects Attunement-with adults/peers Social initiation Social exchange Emotional regulation Sensory regulation Self-expression Tolerance- environment/others Mutual Participation				

Early Childhood Strengths, Needs and Resources Review

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The Need for Esteem	Strengths	Needs	Resources	Suggested Goals /Interventions
Musical skills Cognitive skills Physical skills Social skills Emotional skills Communication skills Independence Confidence Motivation Academic achievement Problem solving Coping				

MUSIC INDICATORS OF
EARLY CHILDHOOD DEVELOPMENT

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Music Indicators of Early Childhood Development

Child's Name: _____

Date of Birth _____

Date of Evaluation: _____

Location: _____

Classification/Diagnosis _____

Singing

_____	Looks at the face of singer.	_____	Uses vocal glissando
_____	Makes repeated pitched sounds.	_____	Maintains attention during periods of melodic silence.
_____	Vocalizes within given pitch structure.	_____	Sings two word phrases using pitched interval.
_____	Calms body movements to familiar song.	_____	Imitates ascending interval.
_____	Makes vocal pitch changes in response to changes in pitch.	_____	Sings song fragments when playing independently.
_____	Sings descending intervals	_____	Adjusts vocal dynamics to match dynamics of music.
_____	Adjusts attention when presented with changes in familiar melody	_____	Sings stepwise intervals.
_____	Uses varied consonants while vocalizing.	_____	Sings familiar song using melodic rhythm.
_____	Babbles using melodic intonation.	_____	Sings four to five note phrases.
_____	Uses simple word sounds when vocalizing with familiar songs	_____	Maintains melodic contour when singing with accompaniment

Playing Instruments

_____	Alters movements in response to instrumental sounds.	_____	Transfers instrument from one hand to another.
_____	Turns postural attention toward source of sound.	_____	Uses whole hand to play keys on piano.
_____	Tolerates the vibration of instruments played on body.	_____	Bangs two instruments together.
_____	Uses arm to reach out to sound source.	_____	Grasps mallet and uses it to play instrument.
_____	Uses hand to grasp instrument for short periods of time.	_____	Uses single index finger to play keyboard.
_____	Anticipates instrument sound with repetition.	_____	Uses basic beat when playing drum.
_____	Shakes simple instrument when grasped.	_____	Imitates simple rhythm patterns.
_____	Strikes drumhead with internal rhythm.	_____	Organizes beating into meter
_____	Uses hands to strike tambourine.	_____	Plays simple sequence on desk bells.
			Responds when cued to play two beats.
			Plays learned pattern at appropriate time in group.

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Music Movement

_____	Makes repetitive, rhythmical movements of body.	_____	Moves to reach source of music
_____	Tolerate body being rocked or bounced.	_____	Moves legs rhythmically.
_____	Move body part when touched.	_____	Pats knees.
_____	Calm to rhythmic rocking.	_____	Isolates body parts to move rhythmically.
_____	Tolerate movement of body parts rhythmically.	_____	Bends knees and lifts feet rhythmically to march.
_____	Move body parts with internal rhythmic beat.	_____	Stops movement when music stops.
_____	Move entire body rhythmically in response to music.	_____	Starts movement when music starts.
_____	Adjust attention to changes in movement patterns.	_____	Uses simple sequences of movement patterns.
_____	Use body to bounce rhythmically.	_____	Moves and plays instrument at the same time.
_____	Claps hands.	_____	Maintains rest position while peers are moving.

Items observed in each area

1 to 4
1 to 8
1 to 12
1 to 16
1 to 20

Developmental Level

Awareness
Trust
Independence
Control
Responsibility

Indications of Early Childhood Musical Involvement:

_____	Sensing	A	_____	Interacting	I/C
_____	Exploring	A/T	_____	Collaborating	C/R
_____	Shaping	T	_____	Internalizing	R+
_____	Responding	T/I	_____	Refinement	R+
_____	Communicating	I	_____	Mastery	

Overall Developmental Level: _____

Comments:

Evaluator: _____

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Indications of Early Childhood Musical Involvement

Sensing:

Looks at faces of the singer in close visual range
Looks at musical objects in close visual range
Moves body rhythmically in the presence of music.
Mouths or licks an instrument that is within range.
Opens hand and keeps palm open on a drum or tambourine for short periods.
Opens and closes fist and moves arms and legs reflexively in response to music

Opens and closes fist and moves arms and legs reflexively in response to the presence of a music-maker.
Uses arms and hands to swipe at the musical object or person
Shows pleasure when body is moved musically
Cries with discomfort and makes cooing sounds when content
Older child might crawl or move toward the location of the music
Older child might place their body against an instrument.
Older child might lay head down on the drum or put ear against a ringing bell.

Exploring:

Focuses gaze on a faraway music object or faraway face of the music-maker
Uses eyes to track the music as it moves through space
Orients head and facial posture to look up and down as well as side to side
Displays greater attention to consonant and familiar music
Kicks legs and feet toward the desired instrument
Rolls to get closer to instrument or singer
Opens hand to grasp an instrument
Maintains a grasp for a short period of time
Shows pleasure shaking instruments like the maracas or eggs

Moves fingers to manipulate the jingles on a tambourine
Swipes at the bars of the chimes
Sticks head in the drum or lays cheek on the drumhead
Laughs out loud and smiles
Moves a body part rhythmically when touched
Calms to rocking
Turns away from unfamiliar or dissonant music or sounds
Older child might reflexively bang or repeatedly bring two objects together
Screams to show a pleasurable response to music

Shaping:

Grasps a simple musical instrument such as maracas with both right and left hands
Shakes instrument for short periods of time, although not always in response to music or within the rhythmic framework of the music
Uses a palmer grasp to retrieve objects.
Reaches with arms from side to side
Uses arms to reach up
Uses full fists or open-palmed hand and arms to bang on the drum or piano in random patterns

Hits the strings or the body of the guitar with fists or open palms
Vocalizes or changes movements when the music disappears into silence
Looks toward the location where the music had been
Makes pitched vocalizations and will imitate modeled pitches
Uses hard consonants such as N, K, P, G, or B randomly when vocalizing
Crying begins to sound different for different needs
Looks toward the musical instrument when shaking or striking it

Responding:

Holds head upright when prone or seated to look toward the location of the music
Tracks the movement of instruments or music-maker by rotating head when sitting
Uses hands to touch different body parts such as knees or feet
Uses arms and hands to reach out and grab instruments and bring them to self
Holds and shakes the maracas and eggs for longer periods in indiscriminate bursts of play
Grabs the bars of the chimes and holds them tight
Has difficulty relinquishing grasp

Uses hands and arms to bring instruments to mouth
Transfers an instrument such as jingle bells or maracas from hand to hand
Uses an open palm or fist to bang the drum or tambourine
Sustains beating for longer periods of time
Beginning to vocalize using pitched intervals
Uses glissando and slides
Looks and smiles or increases vocalization and movement when hearing a familiar song
Adjusts affect in response to the different emotional content of music

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Communicating:

Uses crawling or walking to get to the instrument or person of choice
Uses an open palm and graded arm strength to strike the head of drum or tambourine
Uses fingers in a pincer grasp to retrieve or explore objects
Begins to hold mallets or other musical tools
Crosses over midline in order to play an instrument
Plays a sustained beat on the drum in the tempo of internal beat
Uses single words to request or to label an object or instrument
Often holds mallet in one hand and strikes the drum with other open-palmed hand
Uses a single finger (usually the pointer) to press a single key on the keyboard or to play the chimes

Interacting:

Uses both hands equally and has gained more physical control over actions
Plays loud or soft or slow or fast
Begins to use two-handed instruments such as the resonator bell or the triangle
Holds a drum in one hand and a mallet in the other in order to play
Isolates and play single bars on instruments such as the marimba or xylophone
Has the breath support and oral motor control to blow a simple wind instrument
Using clearly pitched intervals to sing
Sings songs independently
Puts two and then three words together in a musical phrase
Puts four and five words together in familiar song
Appropriately uses pronouns: first “me,” “you,” and “I,” and then “us,” “we,” and “they”
Uses articles in musical sentences such as “the” and “a”

Collaborating:

Uses all of the familiar classroom instruments
Plays rhythm patterns and sequences of patterns
Delays musical responses to fit into a musical sequence
Maintains a basic beat while others are playing a rhythm pattern
Uses each finger to play on a keyboard
Imitates simple intervals on a bar instrument such as the marimba or xylophone
Plays rhythmic sequences that use rests
Accurately sings pitches and the melodic intonation of familiar songs
Sings songs independently both within and outside of the music session
Adjusts the timbre of voice to match the sound of the group singing

Internalizing:

Communicates musical likes and dislikes
Singing and playing take on a “style” that is a combination of vocal timbre, accuracy of melodic intonation, and rhythmic freedom
Creates music
Makes music both within a musical group as well as independently
Communicates through words or actions that they value music

Refinement:

Seeks to enhance the music experience by practicing and perfecting musical skills
Devotes time and effort within day to gain accuracy and precision in musical responses
Listens to own musical production to hear how it differs from expectations

Uses a single finger to point to an object or the source of music
Playing fluctuates from single finger use to banging with fists to using all of fingers
Begins to play a variety of tempos
Sometimes varies beating from one tempo to the next
Plays single beats
Usually starts and stops play in response to the music
Walks and runs and starts and stops movement with the music
Uses single words to request or to label an object or instrument
Is an avid singer using melodic intonation along with simple words
Vocalizations can be recognized as songs

Enjoys using voice to shout or whisper or scream
Quickly adjusts the speed of movements to the tempo of the music
Begins to jump: first by rocking back and forth, next by squatting and lifting body, and finally by using feet and legs to propel self off the ground
Plays instruments along with other children
Plays along on the same instrument such as the drum or the piano with another child
Laughs and smiles when playing musical games with other children
Listens and imitates simple rhythm patterns
Indicates choice of instruments using words or gestures
Gets own instruments and puts them away
Very alert to the musical actions of others and enjoys being in a music group
Waits for short periods to take turns
Maintains interest in the music even when not actively playing

Plays from one bar to the next, going up and going down
Plays a single beat on cue
Suggests novel lyrics
Enjoys songs that use abstract concepts
Creates own melodies and lyrics
Changes vocal timbre to express emotion when singing
Uses novel language within music to describe
Able to do learned sequences of movements to participate in social dances and games using musical gestures
Sings simple phrase while playing an instrument
Uses complete grammatical sentences when singing, including pronouns and article
Alters both the melody and rhythm in familiar songs while maintaining the framework of the song

Maintains music in thought only (Gordon’s audiation)
Independently seeks out music experiences and uses music to satisfy needs
Accepting of repeated musical practice in order to gain accuracy in playing or singing

Plans how to adjust playing or singing to closer match expectations
Hears differences from own music and others’ music
Might understand music notation and be able to compare music with the printed notes

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