A Preventive Model of Music Therapy for Children
in Limited Resource Communities

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Objectives

a. Present an overview of Resource Oriented Music Therapy and how it can inform clinical practice.

b. Summary of research exploring the impact of music therapy on social skills.

c. Examples of music therapy interventions engaging the participants in active hands-on demonstrations.
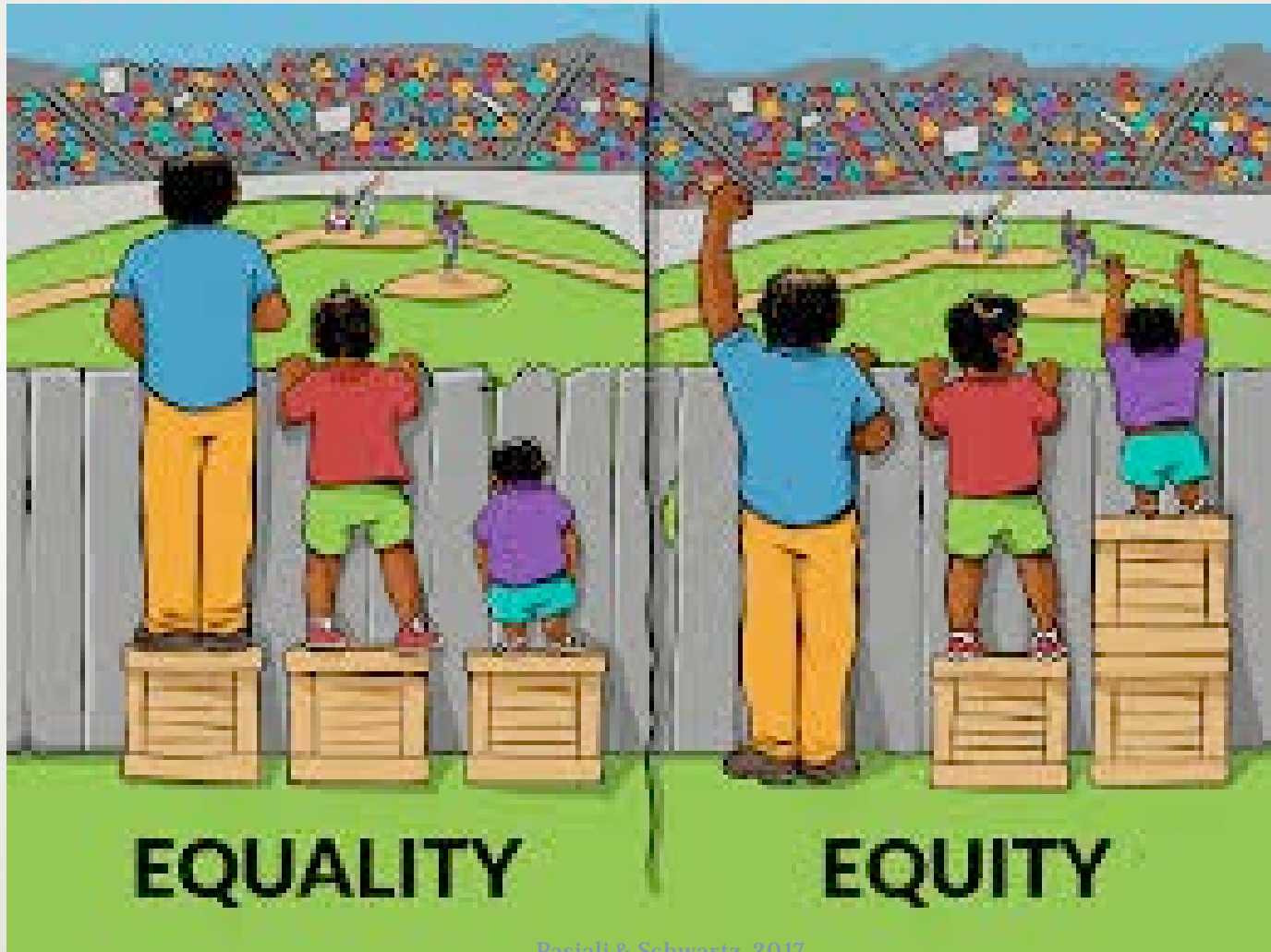
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Theoretical Foundations

Limited Resources versus At Risk: What's in a term?

Resource-Oriented

EQUALITY   EQUITY

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Defining Competence

Social & Emotional Competence

= Predictors of adaptation later in life

(Andrews, 2006; Lippman et al., 2011 Rose-Krasnor, 1997)

Strength-based support focuses on increasing individual resources and supporting relationships.

# **Research Overview**

Research Purpose

- The purpose of this study was to investigate the effect of group music therapy on development of social skills in children.
- Setting: YWCA Afterschool Program

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MT Intervention

- Social skills curricula including:
  - (a) the Social Skills Improvement System Intervention (SSIS™; Elliott & Gresham, 2008), and
  - (b) Skillstreaming the elementary school child (McGinnis, 2005).
- Parent newsletters & teacher collaboration
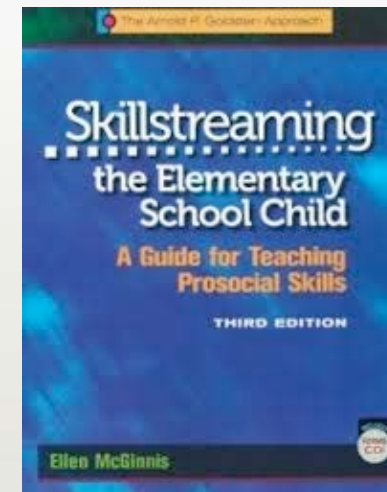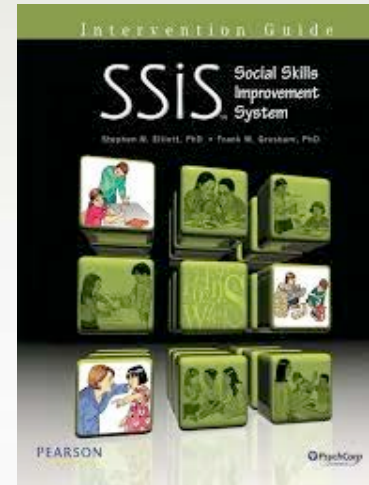
Results

- Reduction of average number of behaviors in which children were classified as High Risk on the HCBS.

- Improvement in communication, hyperactivity, engagement and communication on the SSIS.

- Parent ratings paralleled teacher ratings.

Discussion

- Large group session

- Differentiated instruction

- Salience of songs used in therapy

- Researcher-teacher collaboration

Head Start

Head Start

- "Head Start promotes school readiness of children under 5 from low-income families through education, health, social and other services."

  - www.acf.hhs.gov

Head Start in an Inclusive Setting

Head Start - Eligibility

- Eligibility is determined by local program staff.

- Family's income is determined to be at or below the federal poverty level.

- Programs may enroll some children from families whose incomes are higher than the federal poverty level if they meet other eligibility requirements.

- Families with circumstances such as homelessness, children in foster care, or receiving TANF or SSI may also qualify for services.

  - www.acf.hhs.gov

Office of Head Start - 2015

- 7.8 Billion in direct grants to public agencies, private nonprofit and for-profit organizations, tribal governments and school systems

- Over 2 Million in training and technical assistance

- 500 Million for Early Head Start

  - www.acf.hhs.gov

Oppression, Implicit Bias, & Stereotyping

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Challenges Due to Low Resources

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Challenges due to Low Resources

- Insecurity
  - Food
  - Shelter
  - Clothing
  - Money
  - Opportunity

Challenges due to Low Resources
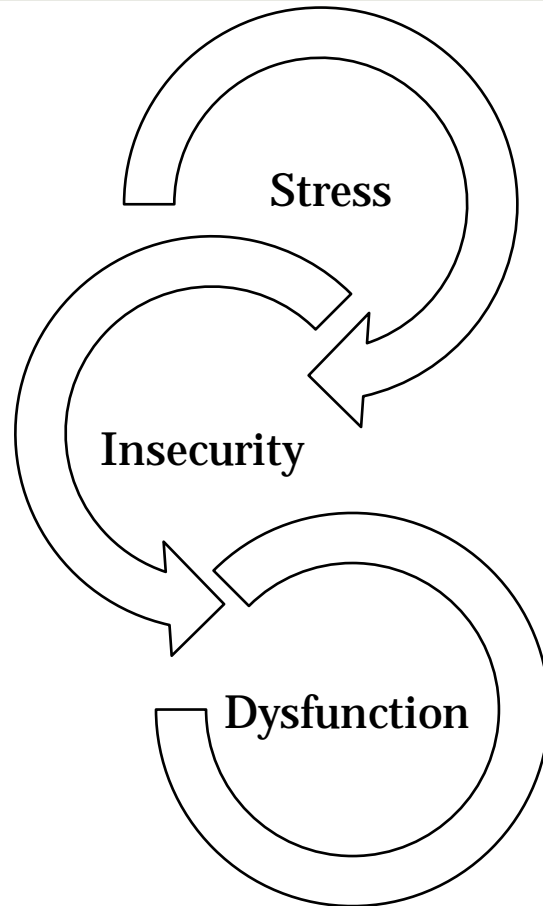
- Safety
  - Self
  - Family
  - Community
  - Environment

Challenges due to Low Resources

- Health
  - Self
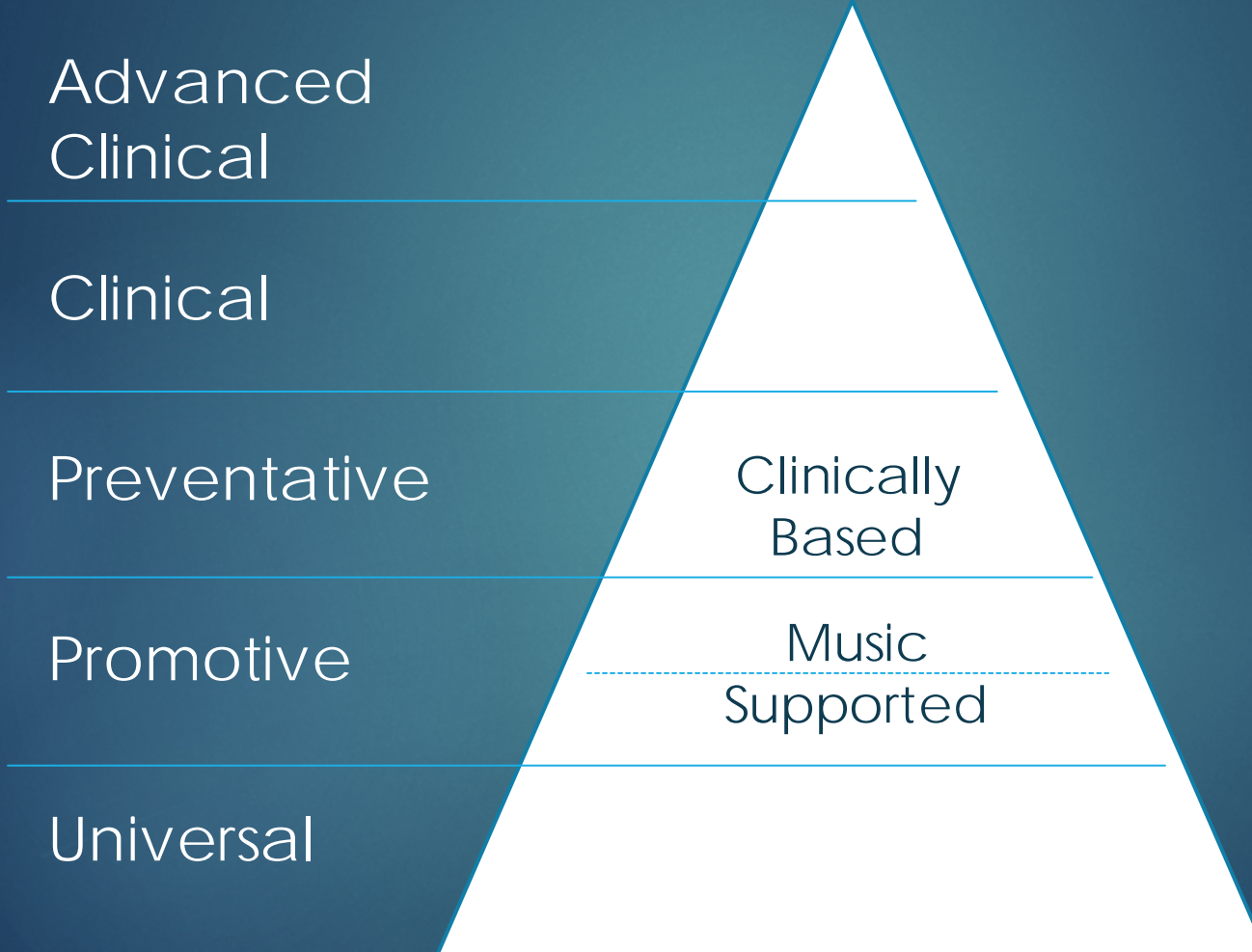 - Family
  - Community
  - Environment

Stress

Insecurity
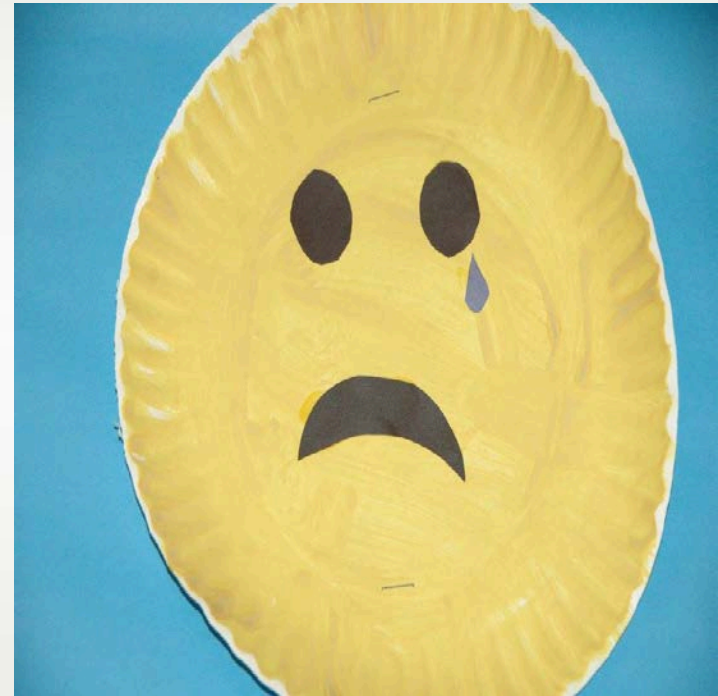
Dysfunction

Stress	• *Trust*
Insecurity	• *Belonging*
Dysfunction	• *Health*

Music Therapy Pyramid Framework

Advanced Clinical

Clinical

Preventative

Promotive

Universal

Clinically Based

Music Supported

Trust

TRUST

- Mutual musicing
- Movement synchrony
- Rhythmic synchrony
- Shared structure
- Shared meaning

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Listening Chant

Look at the person talking
Use your eyes
Hear the person talking
Use your ears
Sit quietly
Control your body
Smile or nod your head

Belonging

BELONGING

- Cultural inclusion
- Reciprocity
- Imitation
- Flexibility

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Help Song

When I was younger so much
younger than today
I didn't know how to ask for help in any way
But now those days are gone
so now when I need help
I can sing this song that tells me all the steps

First I figure out what I need
Then I find someone to help me
I ask politely can you help me please
Then I say Thank you for helping me

Conversations Song (SS15 & SS16)

Spoken: Ending a conversation can sometimes be difficult. So you must also specific strategies to end a conversation…

Decide if you need to end the conversation
Decide what to say
Wait until the other person stops talking
Say it in a friendly way

Ending conversations is a thing to learn
It's cool skill to have
It's a communication behavior
and a classroom survival must

Conversations Song (SS15 & SS16)

Spoken: Beginning a conversation with others is an important step to making friends.....

Choose the person with whom you want to talk
Choose a good time; Choose a good place
Decide what you want to say
Start talking in a friendly way

Beginning conversations is a thing to learn
It's cool skill to have
It's a communication behavior
and a classroom survival must

Health

HEALTH

- Timbre choice
- Tempo and meter choice
- Shared attention
- Roles
- Meaningful lyrics

I Have A Space Around Me

Adapted E.K. Schwartz

Traditional Melody

Staying Calm Song

- Sometimes we feel mad when criticized... this is what we can do to stay calm:

STOP and THINK
Look at the person (when criticized)
Listen to what they say (when criticized)
Then say what you got to say....
Be cool don't lose it (When criticized)
Relax take a deep breath (when criticized)
Listen to their response....

Staying Calm Song

- Sometimes we feel mad when we disagree with someone… this is what we can do to stay calm:

STOP and THINK
Stop and count to 10 (when you disagree)
Arguing won't help (when you disagree)
Talk things over….
Be cool don't lose it (when you disagree)
Relax take a deep breath (when you disagree)
Compromise or walk away….

Staying Calm Song

- Sometimes we feel mad when we are pushed or hit... this is what we can do to stay calm:

STOP and THINK
Was it an accident? (when I'm pushed or hit)
I have to calm down when I'm pushed or hit)
Tell the person STOP....
Be cool don't lose it (when I'm pushed or hit)
Relax take a deep breath (when I'm pushed or hit)
Wall away tell an adult...

Self-Control Song

- Self-control, self-control...

Sometimes I feel... sometimes I feel...
Like I'm loosing control!
I can't stop and think, cool off a bit
And make a wise choice WISE CHOICE
And make a wise choice!

Questions/Comments?

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Contact Us!

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Additional Resources

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MT as a "Risk Activated" intervention

- Refugee youth (Baker & Jones, 2005)
- Juvenile detention centers (Barrett & Baker, 2012)
- Bereaved children (McFerran & Hunt, 2008; Dalton & Krout, 2006).
- Inner city youth (Camilleri, 2007)
- Youth survivors of natural disasters (McFerran & Teggelove, 2011)
- Migrant children (Nöcker-Ribaupierre, & Wölfl, 2010)
- Youth who have a parent who is incarcerated – used Hip Hop (Quintanilla, 2008)

MT as a "Risk Activated" intervention

- Homeless and underprivileged youth (Smith, 2012a)
- Adolescents involved with gangs (Fouche & Torrance, 2005)
- Youth facing multiple challenges (Clements-Cortès, 2013; Remo, 2015)
- Afterschool: Using technology, song writing, video music production, RAP (Smith, 2012b; Cobbett, 2009).
- Socio-emotional functioning of youth in afterschool programs (Chong & Kim, 2010; Heiskell, 2010; Gooding, 2011).