Making Connections Through Music

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Why Music?

• How do we respond to music:
  – Movement – dancing, swaying, tapping
  – Mood – calming, alerting, energizing, focus
  – Language – singing, vocalizing, vocabulary expansion
  – Learning – ABCs, phone number, body parts
  – Creating – playing instruments, singing
  – Anything else?
Why Music?

• Music...
  – Is a non-threatening medium
  – Provides multi-sensory input
  – Is highly motivating and provides instant feedback
  – Is processed in both hemispheres of the brain
  – Can affect change in mood states
  – Elicits physiological changes
  – Is adaptable and success oriented to best meet the needs of the individual
  – Inherently structured and organized
  – Resembles language
  – Is truly the “Universal Language”
Why Music?

• Music and biological functioning
  – Heart rate, respiration, blood pressure, suck reflex in infants
  – Entrainment and the isoprinciple
Music therapy

• What is music therapy?
• Where can you find a music therapist?
• What do you work on in music therapy sessions?
• How are goals accomplished?
• Neurologic music therapy for individuals with neurologic impairments
Music

- Physiological Motor Skills
- Communication
- Psychological Emotional
- Social Skills
- Cognition Academics
Music & physiology

• Motor skills
  – Gross motor
    • Range of motion, endurance, strength
    • Movement with music (marching, jumping, dancing)
    • Learning dance steps
    • NMT – gait training; range of motion exercises
  – Fine motor
    • Grasp, dexterity, flexibility, strength
    • Playing instruments – mallet percussion, piano, guitar
Music & physiology

• Motor skills
  – Coordination and Motor Planning
    • Crossing the midline
    • Bilateral movements
    • Jumping
    • Multiple step directions
    • Sequences

• Physiological responses to music
  – Heart rate, respiration, blood pressure, etc.
Music & Cognition

– Pre-academic Skills
  • Colors, numbers, letters, counting, labeling, etc.
  • Prescriptive songwriting
  • Movement and Music
  • Instrument playing

– Academic concepts
  • Reading, math, etc.
  • Music as a mnemonic device
  • Specifically designed music interventions
Music & cognition

– Memory
  • Short term and long term memory
  • Music as a mnemonic device

– Attention
  • Increasing and sustaining attention, divided attention
  • Improvisation exercises
  • Instrument playing – learning an instrument
  • Motivation through preferred music
Music & Social Skills

• Conversation skills, taking turns, problem solving skills, teamwork, initiation, engagement, etc.
• Music is naturally social
• Group music making
  – Singing, instruments, movement
• Individual sessions target foundational skills for mastery before engaging in a group.
  – Prescriptive song writing
  – Role playing
  – Nonverbal interaction with instruments
Music & Emotion

• Adjusting mood states, increasing flexibility and tolerance for change, coping skills for anxiety or anger, increasing self-expression, building confidence and self-esteem

• Improvisation

• Lyric analysis

• Songwriting

• Learning an instrument
Music & Communication

– Speech skills – articulation, fluency
  • Vocal exercises
  • Singing
  • Prescriptive songwriting

– Expressive or receptive language
  • Following directions in a song
  • Increasing use of verbal language
Music & Communication

– Communication – turn taking, social skills, nonverbal skills, listening
  • Prescriptive songwriting
  • Role playing
  • Group music making – structured or improvised
My child and music

• Is my child appropriate for music therapy services?
  – No prerequisite skills needed
  – Assessment process
• Location of services
  – Private music therapy
  – IEP services
• Types of services
  – Individual
  – Group
  – Consultation
Questions?

• Contact information:

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References


