

“Music Therapy and Kids: 10 Big Ideas for Little People” SYMPOSIUM

Saturday, June 4, 2011

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Johanne Brodeur, PhD, MTA, is the Director of the Victoria Conservatory’s Music Therapy Department. She has been a clinician for over 25 years, served as the CAMT President, and has lectured internationally. Dr. Brodeur is the recipient of the Franni Award and the Norma Sharpe Award.
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I Am All Eyes: Acquiring awareness and association to visual stimuli is one of the first steps in developing social skills. This intervention will introduce the idea of using images with music to begin reaching some of these social milestones. A demonstration on how this intervention has been successfully adapted for children and youth with visual impairment will be included.

Population this intervention has been used with:

Children and youth with mental and/or physical challenges, autism, and visual impairment

It’s Raining: A re-creation of a music therapy session in which an improvisational story based on personal meaningful events contribute to building communication, language, speech and social skills. This intervention helps diminish the repetitive and rigidity in communication, increase interests, conversational skills, flexibility and transition skills, and improve language and speech development in an imaginative and interactive strategy model.

Population this intervention has been used with:

Children and youth with autism, mental challenges, and speech/language disorders



Brian Deo, MTA, graduated with his Bachelor of Music Therapy from Capilano University in 1997 and joined *Van-Art Expression* after becoming accredited in 1998. His work in many long-term care facilities and the North Vancouver School Board has given him the opportunity to work with both geriatrics and special needs children respectively. Brian also has a busy private practice working with children and adults in the field of mental health.
Website: www.van-artexpression.com

Play it, Say it, Sing it, Pass it (PSSP): A group intervention incorporating vocalizing and song as a mnemonic device for presenting and repeating a beat to be followed

Population this intervention has been used with:

School age children, Kindergarten- Gr. 7 (Low incidence and high function behaviour groups)

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Katherine Graff, BFA, MTA, brings experience in early childhood education and special needs therapies to the *MTC Studio*. One of her specializations in particular is adapted musical theatre. She works with children and teens facing developmental and psycho-social challenges. Her approach is psycho-educational and her experience includes many years of piano teaching.
Website: www.mtcstudio.ca

Musical Theatre for Teens with Developmental Disabilities:

Adapting plays and musicals for use in a clinical setting

Population this intervention has been used with:

Teens and Adults with Developmental Disabilities



Krista Hewson, MTA, is an accredited Music Therapist and the president of the Music Therapy Association of Alberta. She has been in pediatric private practice since 2002 working with children with a variety of special needs. Krista is a published author and has recorded several CDs. She distributes music and books through her company *La La La Learn*. She started her Masters program in August 2010 to further specialize in Autism Spectrum and communication disorders under the supervision of a Speech Language Pathologist.
Website: www.soundaffects.ca

Animal Capers: Occupational therapist prescribed movements to promote strength, sensory integration, and self-regulation, are made FUN with this song written by Paul Runalls and adapted by Krista Hewson. This song is available through Krista's book, *La La La Learn presents: Hello* and for download on iTunes.

Population this intervention has been used with:

Children ages 2 - 8+, with and without special needs

Slippery S: “S” is one of the most commonly addressed sounds by Speech Language Pathologists for which Krista has received requests for resources and songs. Two songs will be introduced here to address both the cuing of this sound and the blending in a beginning placement.

Population this intervention has been used with:

Children with speech and language difficulties

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Martin Howard, MA, MTA, RCC, is an accredited Music Therapist and a Registered Clinical Counsellor currently working in private practice with children, adolescents and adults. He has been an instructor in the Music Therapy Program at Capilano University for the past 20 years. Before starting in private practice, Martin worked for 14 years as a Music Therapist with children and teens in 2 school districts.

Email: martinhoward@shaw.ca

Get Your Game Face On: Instrumentally improvising an emotion for other group members to guess utilizing pictures

Population this intervention has been used with:

Children and youth with behaviour disorders and developmental delays



Joel Kroeker, MA, MMT, RCC, MTA, is a Registered Clinical Counsellor and an accredited Music Therapist in private practice. He enjoys working with people across the lifespan including children with developmental delay, adult mental health, at-risk youth and older adults in complex care. He is the founding facilitator of AMP Creativity Workshops and before becoming a Music Therapist he spent a decade traveling the world as an international recording artist.

Website: www.joelkroeker.com

The Musical Odyssey: Search for hidden instruments using only musical cues to communicate direction and “echo-location”

Population this intervention has been used with:

Children, youth, and adults with developmental delay, autism, ADHD, ODD, and Down syndrome.



Erin Parr, MTA, graduated from Capilano University in 2002 and moved to Kamloops, BC to work at the Chris Rose Therapy Centre for Autism. She has been the Music Therapist there for the past 8 years, working within a multi-disciplinary team.

Props and Songboards: Using visual props and songboards to help non-verbal children participate within a group setting, while also promoting turn taking, pre-literacy and communication skills

Population this intervention has been used with:

Children with autism ages 5-12

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Mary Reher, MTA, FAMI, has been a practicing Music Therapist for many years. She provides music therapy services for a School District, a Montessori Preschool, and privately in her home studio on Pender Island. As a trained facilitator in the Bonny Method of Guided Imagery and Music, Mary creates and uses adaptations of this work with all ages and facets of her practice.

Email: mreher@shaw.ca

“One Is A Giant”: Translating Images into Movement and

Relaxation: Inspired by a short poem from Lois Birkenshaw’s book, *Music for Fun, Music for Learning*, Mary has created 3 fun and rhyming verses featuring numbers to 12, with musical accompaniment on flute and guitar. This simple little song is full of joy, and helps kids with number concepts, language, gross motor skills, auditory attention, and imagination. A short transition then leads the children into an experience of receptive music therapy, in the form of a relaxation and imagery activity. This is a package deal, embodying the duality and balance of life, from movement and outward expression, to stillness and inner reflection.

Population this intervention has been used with:

Children 18 mths - 9 yrs, mixed-abilities groups in a Montessori pre-school, and school-age children in 1:1 or small group sessions (hearing impairments, ADD, FAS, emotional, social or behavioural issues, sensory integration, speech and language challenges)