



**Surry Music Therapy Center (SMTC)**

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**Certified Music Therapist / American Music Therapy Association (AMTA)**

***Music as Therapy : Special Needs Children and Youth MUY 298/ MUS 510***

University of Maine Hutchinson Center June 28 – July 2, '2010

**Instructor: Alan Wittenberg**

**Readings:** *Selected* journal articles, web based materials and research.

**Course Description:**

How might a non-verbal autistic boy respond to you and how might you respond to him? Is music the universal? language? Can music therapy based approaches affect behavior and academic achievement?

This course will inform and engage students interested in the education and special education, music, communication, psychology and counseling and health professions in the clinical, rehabilitative and developmental field of music therapy.

Music therapy will be illustrated as an integrative approach that targets goals and objectives central to special education, special education, music education, infant mental health and childhood development, psychology and counseling, as well as health professions such as occupational, physical and speech therapy and nursing.

Conceptual and practical models of music therapy will be discussed and demonstrated. Music therapy as a creative,

active treatment modality that has the potential to stimulate and motivate a wide range of disabled populations will be highlighted by readings, discussion, experiential activities and video illustrations.

Functional mobility, motor skills, posture, muscle tone, extension, range of motion, eye hand coordination, respiration, sensory integrative skills as well as the enhancement, retrieval, or acquisition of cognitive, communicative and interpersonal skills are some of the clinical and rehabilitative goal areas that will be emphasized and illustrated as shared / trans - disciplinary areas pertinent to music therapy, early childhood development, special and elementary education, psychology and counseling and health professions such as OT,ST, PT nursing, and.

This course will make extensive use of video illustrations and in class experiential activities as well as an onsite observation and analysis of a live music therapy session.

### **Expected Student Outcomes:**

1.Students will learn about music therapy from the inside out by participating in experiential activities, viewing case study video illustrations, reading assignments and reactionary papers.

2.Students will gain a broad background and overview of the clinical, developmental and rehabilitative field of music therapy.

3. Students will read about, analyze and discuss different clinical approaches within the field of music therapy and demonstrate an understanding of how these approaches integrate with and support developmental, educational and allied health profession goals and objectives.

4.Students will learn about and demonstrate familiarity with historic and modern day music therapy resources and demonstrate a basic yet broad base of knowledge and understanding of the modern day profession and academic field of music therapy.

5. Students will learn how music therapy as an interdisciplinary and trans-disciplinary approach can be creatively adapted and employed with various populations and pathologies.

6. Students will compile journal entries written in class that reflect on class content, discussion, clinical illustrations, workshop activities, personal reflections and interpersonal and group dynamics.

7. Students will make at least one presentation individually, with another student as a pair or in a small group on a specific population, pathology or issue of relevance in regard to music therapy and possibly a related topic.

### **Assignments and Grading:**

Reading assignments and class participation and presentation; 30%  
reaction papers and student journals 40%  
final paper 30%

### **Lesson One**

#1 Orientation and Overview

### **Lesson Two**

#2 Defining Music Therapy

The who - what - where - when and how of music therapy.

In class workshop activities.

Assignment - Web based research.

### **Lesson Three**

#3 Music therapy - A historical and international perspective  
- trends, pioneers, associations, conferences, research and internet resources.

In class workshop activities

Assignment – Read journal articles and web based research

### **Lesson Four**

#4 Music therapy treatment approaches - music therapy process and analysis.

## **Lesson Five**

#5 Music therapy and the autism spectrum disorders (ASD).

In class workshop activities

Assignment – Read journal articles and web based research and reaction paper #1

## **Lesson six**

#6 Music therapy in elementary and special education settings.

In class workshop activities and web based research

Assignment - Read journal articles and web based research

## **Lesson Seven**

#7 Music therapy and childhood psychiatric disorders.

In class workshop activities

Assignment – Read journal articles and web based research

## **Lesson Eight**

#8 Music therapy assessment models.

In class workshop activities

Assignment - Read journal articles and web-based research.

## **Lesson Nine**

# 9 Music Therapy and sensory processing and integration.

## **Lesson Ten**

#10 Onsite visit to a children's program interviews and meetings with staff and administrators.

Assignment – Reaction Paper #2

## **Lesson Eleven**

#11 Music therapy web based resources.

In class workshop activities

Assignment - Read journal articles and web based research.

## **Lesson Twelve**

#12 Music Therapy and sensory impairments

## **Day Thirteen**

#13 Music therapy in pre school and special education settings

## **Day Fourteen**

#14 Music Therapy and cognitive process - music therapy attention span, memory, sequencing and on task behavior.

## Day Fifteen

#15 Music therapy - philosophical and conceptual considerations - Qualitative vs. quantitative therapeutic orientations, - structure, freedom and spontaneity in therapeutic process .

### Assignment - **Final paper:**

#### Choice of Topics

- 1) In what ways have I learned to be a more effective, sensitive and creative person via this course.
- 2) Describe and discuss how music therapy might be incorporated into and benefit students in Maine's pre schools and public Schools.
- 3) Describe how music therapy services might be of benefit to the growing percentage of Maine's children with autism spectrum disorders.
- 4) Describe and discuss three scenarios where you might effectively integrate music or music therapy based approaches to enhance desired special and elementary education academic, developmental, behavioral and psycho logic objectives.
- 4) Locate educational or childhood development research articles that focus on music and music therapy in conjunction with educational process and outcomes. Discuss the article in relation to the practical and conceptual information you learned in this course.

This course may also be taken under consideration as a five or ten day intensive or as a course that meets weekly over a full semester.