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Christine Barton, MM, MT-BC



Tune Ups

- Developed by Chris Barton and Amy Robbins
- Appropriate for preschool to early school age
- Weaves music together with spoken language into a therapy session
- The goal is to elicit verbal responses and encourage spoken language
- Available for purchase - \$19.95 USD
 - Contact customer service: 877-829-0026



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Singing in the Rain: Using Music to Reinforce Listening and Spoken Language in Children with Hearing Loss



Christine Barton, MM, MT-BC

August 20, 2013



Agenda

- Highlight importance of music/language connection
- Introduce selected current research on music and listening and spoken language development in D/HH children
- Highlight key issues in music perception in children with CIs
- Provide music experiences to enhance listening and spoken language in D/HH children

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Why music and language?

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Music/Speech/Language Similarities

- Share terminology
 - Pitch, timbre, timing, intensity
- Both have melodic contour
- Similar strategies used when listening to music or language
- Early exposure is critical for acquisition of both
- Both follow a time-ordered sequence of skills or milestones

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Music/Language Differences

- Music encompasses a greater spectral range
- Music can exist without language
- Language can be altered in music without changing the music itself
- Spoken language surrounds most children whereas music may not

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Music Development in Hearing Children

- Birth-one: Sensorimotor response
- One-two: Pitch imitation, melodic fragments
- Two-three: Intervals, spontaneous songs, awareness of songs and rhymes
- Three-four: Attempts to sing learned songs, lyrics and rhythm
- Four-five: Beat competent, tonal center
- Five-six: Sing whole songs correctly

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By the time a NH child heads to school, (5-6) he/she should be able to sing a song with correct pitch, rhythm and lyrics. (The same is true for a native language.)

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Music and CIs

- HA and CI children perceive rhythm nearly as well as their hearing peers (Gfeller, 2000)
- CI users less accurate than hearing peers in song recognition (Stordahl, 2002)
- Pitch perception and production more of a challenge
- For some, music may not be as enjoyable, but for others it is very motivating and desirable

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Why should we sing?

A handful of studies have shown that music training for individuals with hearing loss can have positive effects in cognitive, linguistic, memory, and music perception domains (Abdi, Kahlessi, Khorsandi, & Gholami, 2001; Galvin, Fu, & Nogaki, 2007; Peterson, Mortenson, Gjedde, & Vuust, 2009; Yuba, Itoh, & Kaga, 2007).

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Why should we sing?

When music and song are not made available to them, the experience of children who are deaf or hard of hearing is unnecessarily restricted.

» Daniel Ling

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Music Training Studies

- Chan, Ho, and Cheung (1998) found that music training in childhood may have long-term positive effects on verbal memory.
- Marin (2009) discovered that children with musical training demonstrated enhanced language abilities and increased phonological working and sentence memory.
- Schellenberg (2004) found that music lessons enhanced general IQ.
- Moreno et al. (2008) showed that after music training, children had enhanced reading skills and better pitch discrimination in speech.
- Wong et al. (2007) found that neurologic development is affected by music training and has a positive affect on the way a person encodes sound.

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Your voice is the most important instrument you can own!

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The “Mama” Interval

- One of the first intervals children sing (minor 3rd)
- Sounds like motherese
- Many nursery songs incorporate this interval

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Rhymes

Rain, rain go away
Come again another day
Little Johnny wants to play

Mother Goose

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Rhymes

It's raining, it's pouring,
The old man is snoring,
He bumped his head and went to bed
And he couldn't get up in the morning

Mother Goose

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Pitter-Pat



It rained on mama and mama got wet
Pitter-patter, pitter-patter, pitter-patter pat
It rained on papa and papa got wet
Pitter-patter ...
It rained on sister and sister got wet
Pitter-patter...
It rained on brother and brother got wet
Pitter-patter...

Rain, rain, go away
Come again some other day
I really want to go and play
But, I can't find my umbrella

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It Rained A Mist

It rained a mist, it rained a mist
It rained all over the town, town, town (2X)

The wind did blow, the wind did blow
It blew all over the town, town, town (2X)

The thunder rolled, the thunder rolled
It rolled all over the town, town, town (2X)

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Experiment with using different voices/registers

- To encourage prosody
- Awareness of all the vocal ranges/timbres we possess
- To help identify the “singing voice”

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Itsy, Bitsy Spider

Supplies:

3 different size spider puppets or toys (small, medium, large)

Sing the song in the voice that matches the size of the toy spider

Call attention to the different vocal ranges each child has

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Theme-Based Instrumental Improvisation

- *Referential Improvisation* (Bruscia, 1998)
- Meaning is formed around an image, story, event, feeling, etc.
- Rainstorm, birthday party, vacation, first day of school, etc.

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Make a Rainstorm



Rainstick

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Make a Rainstorm



Floor Drum

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Make a Rainstorm



Thunder Tube

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Make a Rainstorm



Cymbals

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Make a Rainstorm



Rainbow Rings

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Rainstorm Sequence

1. The wind blows and the clouds roll in
2. Distant thunder is heard
3. Rain starts to fall gently
4. Rain falls harder
5. Thunder is closer
6. Lightening
7. Pouring rain
8. Booming thunder
9. Very windy
10. Lightening
11. Pouring rain
12. Booming thunder
13. Rain lessens
14. Distant thunder
15. Raindrops as clouds move out
16. Sun comes out and a rainbow appears

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Visualizing and Verbalizing®

- Developed by Nanci Bell
- Part of the Lindamood Bell Curriculum
- The *Visualizing and Verbalizing®* program develops concept imagery for both oral and written language. Through a series of steps, students learn to create an imaged gestalt and integrate that imagery with language as a basis for language comprehension and thinking.
- www.LindamoodBell.com

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Structure Words

- What
- Size
- Color
- Number
- Shape
- Where
- Movement
- Mood
- Background
- Perspective
- When
- Sound
- www.LindamoodBell.com

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Tightrope Walking in the Rain

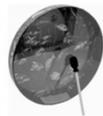
- Umbrella
- Sidewalk chalk or masking tape
- Circus music
- Walk forward, backward, tip-toes, sideways
- Child listens and responds to the tempo of the music

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My Bonnie Lies Over the Ocean



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My Bonnie Lies Over the Ocean

Jenny* is over** the ocean
 Jenny is over the sea
 Jenny is over the ocean
 Oh, bring back my Jenny to me
 Bring back, bring back,
 Oh, bring back my Jenny to me, to me
 (2X)
 Child sits on a big scarf with an ocean drum,
 while the other children move the scarf
 like waves

*Change name ** under

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Slippery Fish

Slippery fish, slippery fish, swimming in the water,
Slippery fish, slippery fish, just doing what he oughter.
OH NO! Gulp,gulp! He's been eaten by an octopus!

Octopus, octopus, squiggling in the water,
Octopus, octopus, just doing what she oughter.
OH NO! Gulp,Gulp! She's been eaten by a tuna fish!

Tuna fish, tuna fish, flashing in the water,
Tuna fish, tuna fish, just doing what he oughter.
OH NO! Gulp,Gulp! He's been eaten by a great white shark!

Great white shark, great white shark, lurking in the water,
Great white shark, great white shark, just doing what he oughter.
OH NO! Gulp,Gulp! He's been eaten by a giant whale!

Giant whale, giant whale, spouting in the water,
Giant whale, giant whale, just doing what she oughter.
OH NO! Gulp, gulp! BURP! Excuse ME!

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Books

- *The Rain Came Down* by David Shannon
- *Splish Splash: A Book about Rain* by Sherman and Yesh
- *Come On, Rain* by Hesse and Muth
- *Rain* by Kalan and Crews
- *A Rainbow of My Own* by Don Freeman
- *Bringing the Rain to Kapiti Plain* by Verna Aardema

<http://teacherlink.ed.usu.edu/tresources/units/byrnes-literature/SECurtis.html>
http://www.childrenshospital.vanderbilt.org/uploads/documents/bfb_ras_bringing_the_rain_to_kapiti_plain.pdf

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Books

- *Raindrop, Plop!* by Wendy Sheyette Lewison
- *Zinnia's Flower Garden* by Monica Wellington
- *Growing Vegetable Soup* by Lois Ehlert
- *Down Comes the Rain* by Branley and Hale

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Resources

- The Listening Room
– www.hearingjourney.com
- West Music
– www.westmusic.com
- Lindamood Bell Learning Centers
– www.lindamoodbell.com

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Grandpa Says

Grandpa says we need rain
 The ground is thirsty and dry
 The farmers working in their fields
 Search for clouds in the sky
 Grandpa says that when rain falls
 It falls on everyone
 Rich or poor, big or small
 Old or very young

Grandpa says when it rains
 The creek flows to the stream
 The stream flows to the river
 And the river to the sea
 Grandpa says that when the sun
 Shines upon the sea
 It calls the raindrops to the clouds
 To fall again on me

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