

	Music and the Brain
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Participation in music, whether receptive or expressive in nature, activates a wide range of specific and identifiable physiological processes in the human body
	<ul> <li>music stimulates bilateral and global cerebral activity –</li> <li>WHOLE BRAIN</li> </ul>
	Musically activated neurophysiological responses are observable, measurable, and predictable, thus affording selection of music activities having predetermined positive
-0	effects on the client  - Biomedical Foundations of Music as Therapy - Dale Taylor, PhD (1997)
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## Music - a WHOLE BRAIN experience - in turn music stimulates all the senses and involves the child at many different levels - provides a great sensory environment - language development - fun learning experience - learn through play/social interaction - medium of music allows play/interaction to occur naturally and frequently

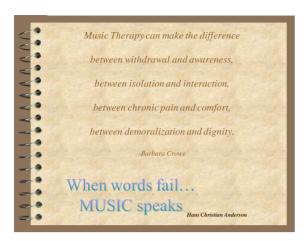
## Music and Cognition The "Alphabet Song" - an example of a mnemonic device that sets the letters of the alphabet sequentially to the tune of "Twinkle, Twinkle Little Star." - This technique of teaching and learning ..... • assists the brain in performing the memory components of cognition • provides important cues for recall or recognition of similarly presented stimuli on subsequent occasions.

## Music is a Powerful Tool... - Music Therapy Strategies/Interventions can be implemented to: • Facilitate and support the desire to communicate • Break patterns of isolation and engage the individual in external experiences • Decrease stereotyped/self-stimulatory behaviors and impulsivity • Teach social skills • Facilitate learning • Provide a safe and predictable environment • Increase impulse control • Increase attention to task – all about motivation



## I GOT RHYTHM!!!! Rhythm Internalization ability to feel and follow the beat Those who are able to internalize rhythm tend to develop better focus and attention as well as better motor planning and coordination. Rhythmic pattern is one of the most important elements in pacing the learning of spoken language.

	Other things to consider
	Vestibular     Let's Get Moving
	Visual  use visual aids
3	<ul><li>Auditory</li><li>be aware of proximity to music source</li></ul>
-0	SING  - vocal activities and the production of nonsense sounds
-0	and imitation of sounds tend to organize language articulation, breath control and auditory discrimination.
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Robin Palmer Blue, M.A. Ed., BCBA,MT-BC 361-815-2433 E-mail: therapyconnections@att.net web site: www.therapyconnectionsofsouthtexas.com American Music Therapy Association - www.musictherapy.org	For more information:
	361-815-2433 E-mail: therapyconnections@att.net web site: www.therapyconnectionsofsouthtexas.com American Music Therapy Association - www.musictherapy.org