How might IMT influence the way parents play with their children? Development of a scale to measure the use of Music in Everyday Life (MEL)
Thompson, Grace; Gottfried, Tali

Publication date:
2013

Document Version
Early version, also known as pre-print

Link to publication from Aalborg University

Citation for published version (APA):
TIME-A: INVESTIGATING IMPROVISATIONAL MUSIC THERAPY FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS.

HOW MIGHT IMT INFLUENCE THE WAY PARENTS PLAY WITH THEIR CHILDREN? DEVELOPMENT OF A SCALE TO MEASURE THE USE OF MUSIC IN EVERYDAY LIFE (MEL)

Dr Grace Thompson, The University of Melbourne
Tali Gottfried, PhD candidate, Aalborg University
Background: How do parents use music in everyday life?

Literature for typically developing children...

- **Music is a natural part of family life with preschool aged children** (Custodero et al., 2003).

- **Parents sing and play recorded music for their children as part of their typical week** (Arabin & Jahn, 2013; Custodero, 2006; Custodero & Johnson-Green, 2003; Custodero, Rebello Britto, & Brooks-Gunn, 2003; de Vries, 2009; Ilari, Moura, & Bourscheidt, 2011).

- **Survey with infants:** 64% daily recorded music; 69% daily singing (Custodero & Johnson-Green, 2003).

- **Survey with toddlers:** 60% daily recorded music or singing (Custodero, 2006)

- **Survey with kindergarten children:** 41% singing with their child once a week or less (de Vries, 2009)
Background: How do parents use music in everyday life?

Music therapy literature...

- Parents use music activities in the home environment following parent participation in music therapy programs (Chiang, 2008; Nicholson et al., 2008; Pasiali, 2004, 2010; Warren & Nugent, 2010)

- Lack of detailed evidence for what parents do musically with their child in between music therapy sessions.
### Weekly Averages in Minutes of Musical Engagement by Category of Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing</td>
<td>89.0</td>
<td>85.4</td>
</tr>
<tr>
<td>Singing and playing instruments</td>
<td>36.0</td>
<td>38.1</td>
</tr>
<tr>
<td>Improvisation with the instruments</td>
<td>26.0</td>
<td>27.5</td>
</tr>
<tr>
<td>Listening to music</td>
<td>89.0</td>
<td>86.4</td>
</tr>
<tr>
<td>Total time spent in activities</td>
<td>247.0</td>
<td>219.6</td>
</tr>
</tbody>
</table>

**Note:** n = 11
Family Involvement: why is it important?

- Early relationship lean on reciprocal non-verbal communication – the baby absorbs his/her parents’ message of care and concern, and respond adequately (Winnicott, 1957; Stern, 1985; Trevarthen, 1979, 1987)

- In Autism, this ability is interrupted and influence significantly on Early relationship
Family Involvement: why is it important?

- Promotion of parent-child interaction
  - Concentrate on the child’s strengths
  - Improve parental competence
Family Involvement: why is it important?

- In Music Therapy for ASD – music is used as a communicative instrument, overcoming language and emotional boundaries (Gold, Wigram & Elefant, 2006; Holck, 2004; Kim et al., 2009)

  1. Parents attempt to provide emotional and/or physical support to their child
  2. Parents experience difficulties relating to their children with special needs
Family Involvement: why is it important?

- Oldfield (2006) – ‘Interactive Music Therapy’ – positive experience is the key for the child’s motivation to continue being in interaction with another person.

- Music Therapy focuses more on the achievements of the child, rather than on his/her weaknesses (Flower, 2008; Loth, 2008; Oldfield, 2006a); parents can experience their child through his/her strengths and capacities.
How are families involved in different contexts? Israel

Music Therapist

- Individual MT sessions with the child
- Continuous Parent Meetings
How are families involved in different contexts? Israel

Implement MT-like techniques

A safe place to reflect and wonder

Providing information regarding ASD

Providing information regarding MT sessions

Consult regarding daily situations and conflicts

Gain a deeper understanding of the child’s needs
Parents’ perceptions of music with their children

- Parent counselling sessions:
  - Parents grow to realize that music has a beneficial effect on their child with ASD
  - Parents spontaneously use music in daily activities
  - Music becomes essential for their child;
    “my child drives calmly in the car when I put his favourite songs”; “my child listens to classical music every night, before he goes to sleep”; “when I sing to my child, he responds better to me”
How are families involved in different contexts?

Australia

- Support social connection between parents and children.
- Influenced by Ansdell’s (1995) notion of “meeting” in music therapy.
- Supporting the parent-child dyad (Shoemark, 2011).
- Sustainable orientation to practice (Bolger & McFerran, 2013).
How are families involved in different contexts?

Australia
The Music in Everyday Life Survey (MEL)

- Collect information regarding the spontaneous use of music in home environment
- The role of music in parent-child interaction
- TIME-A study — may deepen our understanding of why children differ in terms of their improvement
- Clinically — may help us equip the parents with understanding of how to use music in an adaptive way to child’s needs
In the last week, how often have you sung with your child?

- Every day of the week I sang with my child
- Almost every day of the week I sang with my child
- A couple of days of the week I sang with my child
- One day of the week I sang with my child
- Not at all
The Music in Everyday Life Survey (MEL) - Questions

- In the last week, how often have you
  listened to music with your child
  played musical instruments with your child
  played musical apps. With your child
  - Every day of the week
  - Almost every day of the week
  - A couple of days of the week
  - One day of the week
  - Not at all
The Music in Everyday Life Survey (MEL) - Questions

- Do any family members currently play a musical instrument as a hobby or a profession? (Please include all instruments apart from children’s percussion instruments)

- If yes, how often have the family member played the instrument in front of, or with, your child?
  - Every day of the week
  - Almost every day of the week
  - A couple of days of the week...etc.
In the past week, what type of music has your family listened to?

<table>
<thead>
<tr>
<th></th>
<th>Every day</th>
<th>Almost every day</th>
<th>A couple of days</th>
<th>One day</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Heritage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classical music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jazz music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s songs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pop music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our family uses music (singing, listening, playing) in different ways, in order to help my child:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Every day</th>
<th>Almost every day</th>
<th>A couple of days</th>
<th>One day</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calm down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At meal time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At bed time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand daily routine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have fun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel calmly in the car</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the past week, how often have you sung with your child?

- never: 3
- once: 4
- twice: 6
- almost-every-day: 12
- every-day: 8

Participants: 36
Australia: 23
Israel: 13
Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

In the past week, how often have you listened to music with your child?

- never
- once
- twice
- almost-every-day
- every-day

participants

0 2 4 6 8 10 12
Preliminary results: a sneak peak at the data
N=36; Australia=23; Israel=13

In the past week, how often have you played musical instruments with your child?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>20</td>
</tr>
<tr>
<td>once</td>
<td>5</td>
</tr>
<tr>
<td>twice</td>
<td>5</td>
</tr>
<tr>
<td>almost-every-day</td>
<td>3</td>
</tr>
<tr>
<td>every-day</td>
<td>2</td>
</tr>
</tbody>
</table>
In the past week, how often have you played with music apps on a device with your child?

- Never: 18 participants
- Once: 6 participants
- Twice: 4 participants
- Almost every day: 2 participants
- Every day: 2 participants
Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

Do any family members currently play a musical instrument as a hobby or a profession?
Preliminary results: a sneak peak at the data

N=17; Australia=12; Israel=5

If yes, how often have family members played their instrument in front of, or with, your child?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td>6</td>
</tr>
<tr>
<td>once</td>
<td>3</td>
</tr>
<tr>
<td>twice</td>
<td>2</td>
</tr>
<tr>
<td>almost-every-day</td>
<td>1</td>
</tr>
<tr>
<td>every-day</td>
<td>1</td>
</tr>
</tbody>
</table>
Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

In the past week, what type of music has your family listened to?

- cultural heritage
- classical music
- jazz music
- children's songs
- pop music
- relaxation music
- dance music

- every-day
- almost-every-day
- twice
- once
- never
In the past week, our family used music in different ways to help my child:

- **calm down**
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- **meal time**
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- **bed time**
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- **understand routine**
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- **fun/enjoyment**
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- **exercise**
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- **transitions**
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- **learn new things**
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- **travel**
  - every-day
  - almost-every-day
  - twice
  - once
  - never
In conclusion

- Implications for practice – understanding what families do naturally in the home; what do they need support with
- Implications for research – understanding how music therapy impacts on the way families use music in the home
Thank you for listening!

graceat@unimelb.edu.au

taligott@bezeqint.net