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/hers 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
- Providing information regarding ASD
- Consult regarding daily situations and conflicts
- Gain a deeper understanding of the child’s needs
- Providing information regarding MT sessions
- A safe place to reflect and wonder
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
The Music in Everyday Life Survey (MEL) - Questions

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
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
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.
The Music in Everyday Life Survey (MEL) - Questions

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>
The Music in Everyday Life Survey (MEL) - Questions

- Our family uses music (singing, listening, playing) in different ways, in order to help my child:

<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>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>
Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

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

- never: 12 participants
- once: 8 participants
- twice: 6 participants
- almost-every-day: 4 participants
- every-day: 12 participants
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?
Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

In the past week, how often have you played with music apps on a devise with your child?
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?

```
<table>
<thead>
<tr>
<th></th>
<th>participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>15</td>
</tr>
<tr>
<td>no</td>
<td>20</td>
</tr>
</tbody>
</table>
```
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?

- never: 6 participants
- once: 3 participants
- twice: 2 participants
- almost-every-day: 2 participants
- every-day: 1 participant
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
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- Classical music
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- Jazz music
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- Children's songs
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- Pop music
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- Relaxation music
  - every-day
  - almost-every-day
  - twice
  - once
  - never

- Dance music
  - every-day
  - almost-every-day
  - twice
  - once
  - never
Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

In the past week, our family used music in different ways to help my child:

- Calm down
- Meal time
- Bed time

- Understand routine
- Fun/enjoyment
- Exercise

- Transitions
- Learn new things
- 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
talgott@bezeqint.net