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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)

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**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)**

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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?

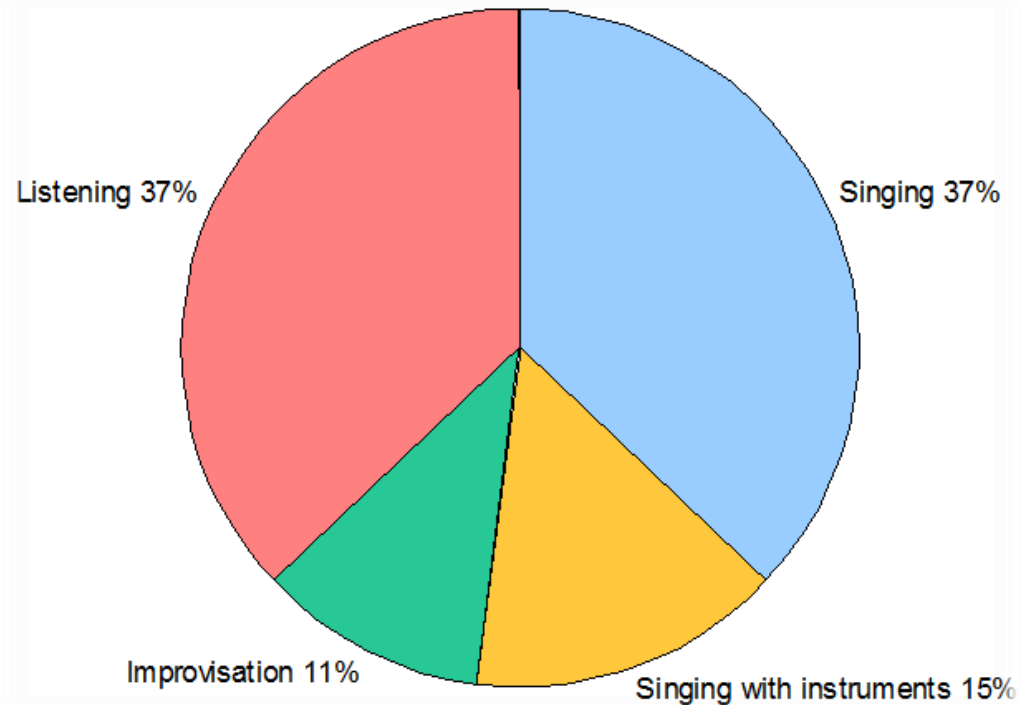
Music therapy literature...

- 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.

Parents' musical journal

Weekly Averages in Minutes of Musical Engagement by Category of Activity

	Mean	SD
Singing	89.0	85.4
Singing and playing instruments	36.0	38.1
Improvisation with the instruments	26.0	27.5
Listening to music	89.0	86.4
Total time spent in activities	247.0	219.6

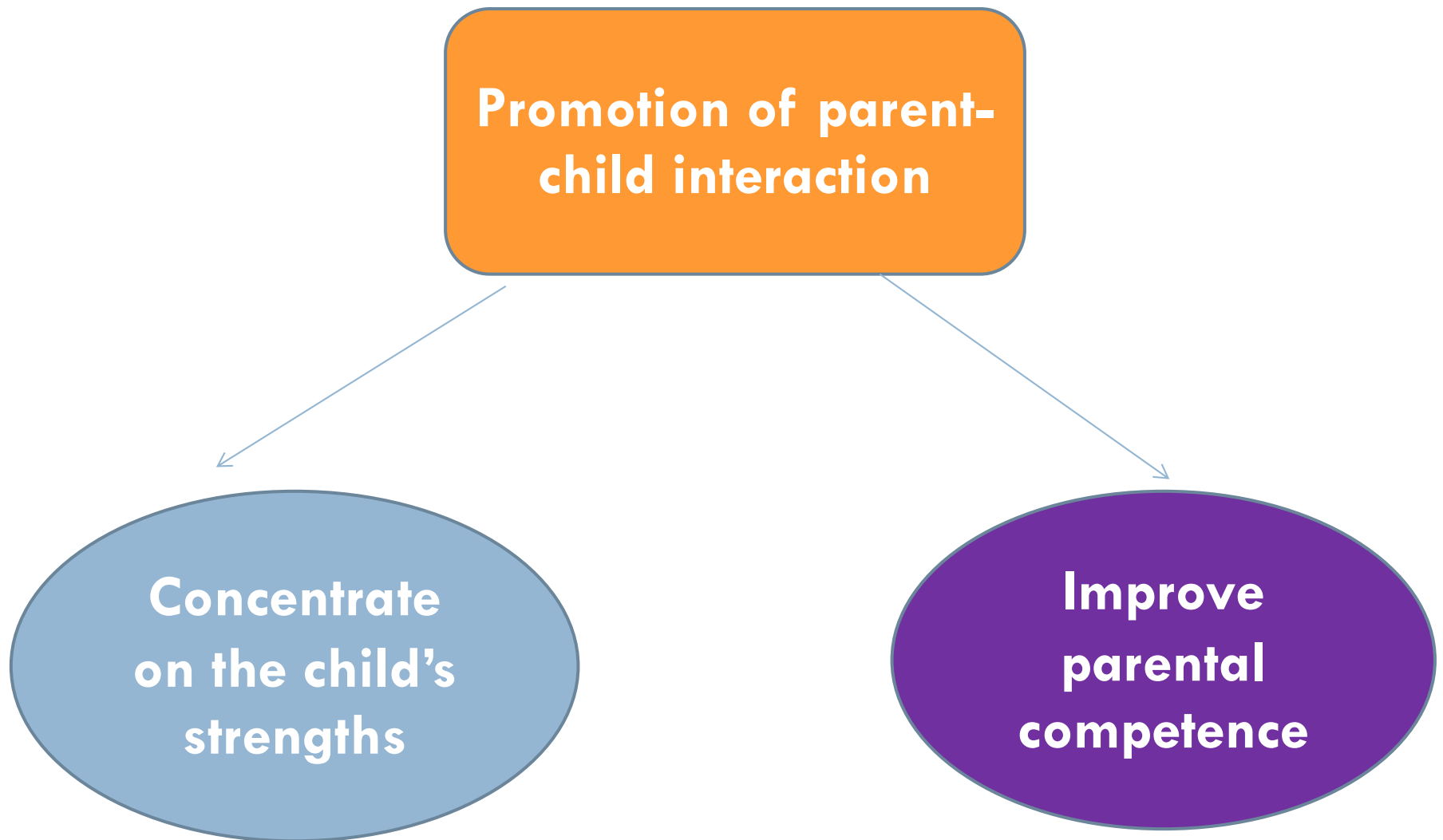


Note: n = 11

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?



Family Involvement: why is it important?

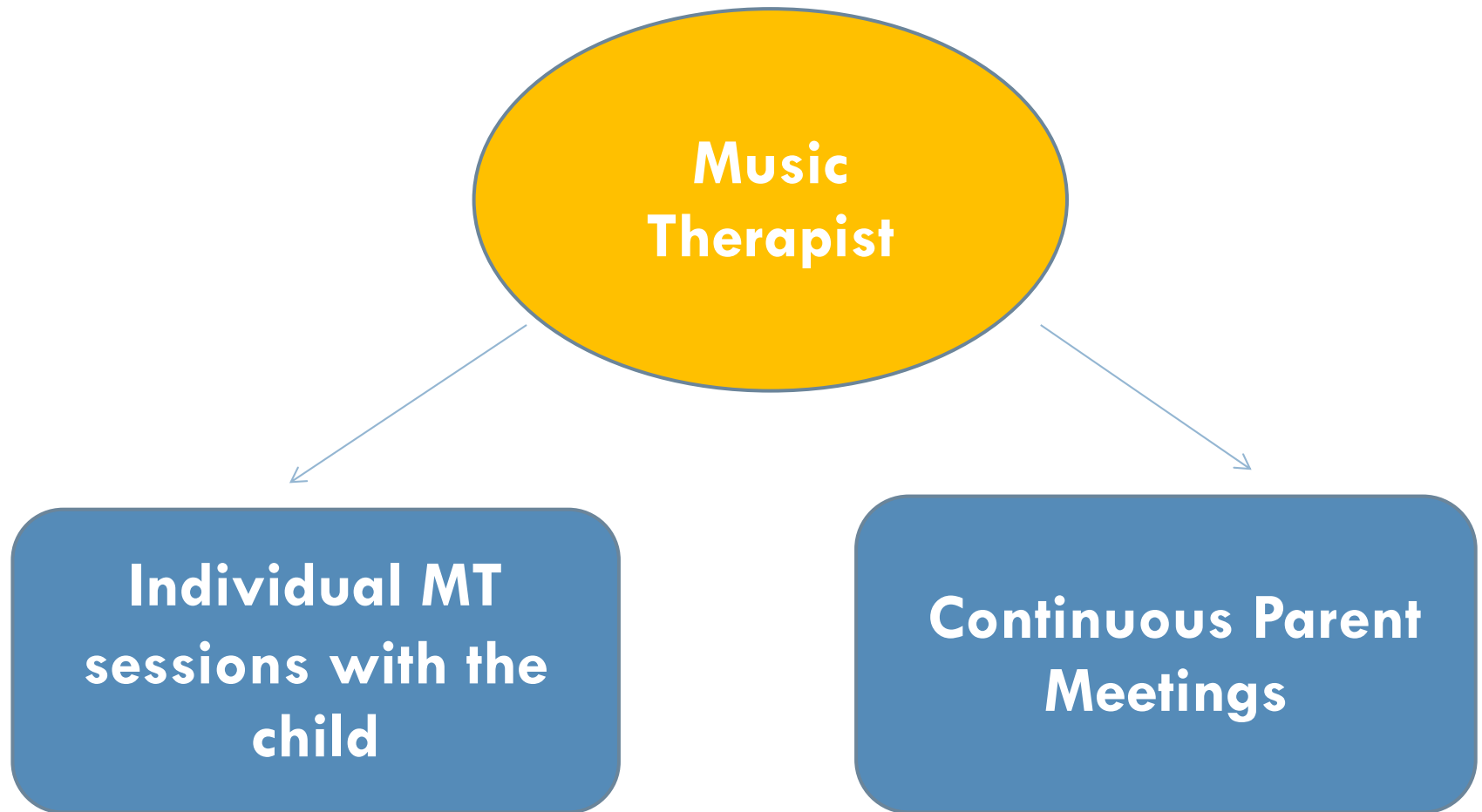
- In Music Therapy for ASD – music is used as a communicative instrument, overcoming language and emotional boundaries (Gold, Wigram & Elefant, 2006; Holck, 2004; Kim et al., 2009)

- Horvat & O'Neil (2008) –
 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

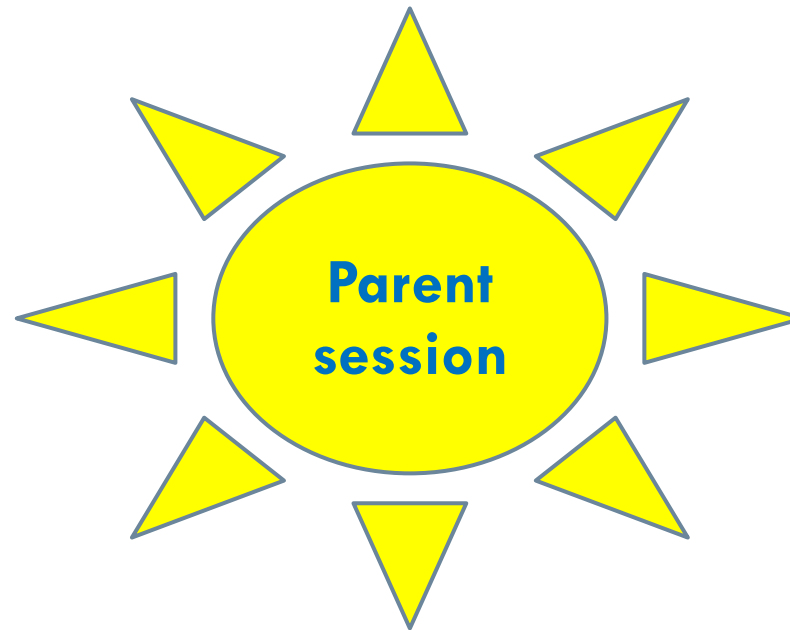


How are families involved in different contexts? Israel

**Implement MT-
like techniques**

**Providing
information
regarding ASD**

**A safe place to
reflect and
wonder**



**Consult regarding
daily situations
and conflicts**

**Gain a deeper
understanding of the
child's needs**

**Providing
information
regarding MT
sessions**

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

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.

The Music in Everyday Life Survey (MEL) - Questions

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

	Every day	Almost every day	A couple of days	One day	Not at all
Cultural Heritage					
Classical music					
Jazz music					
Children's songs					
Pop music					
Relaxation					
Electronic					

The Music in Everyday Life Survey (MEL) - Questions

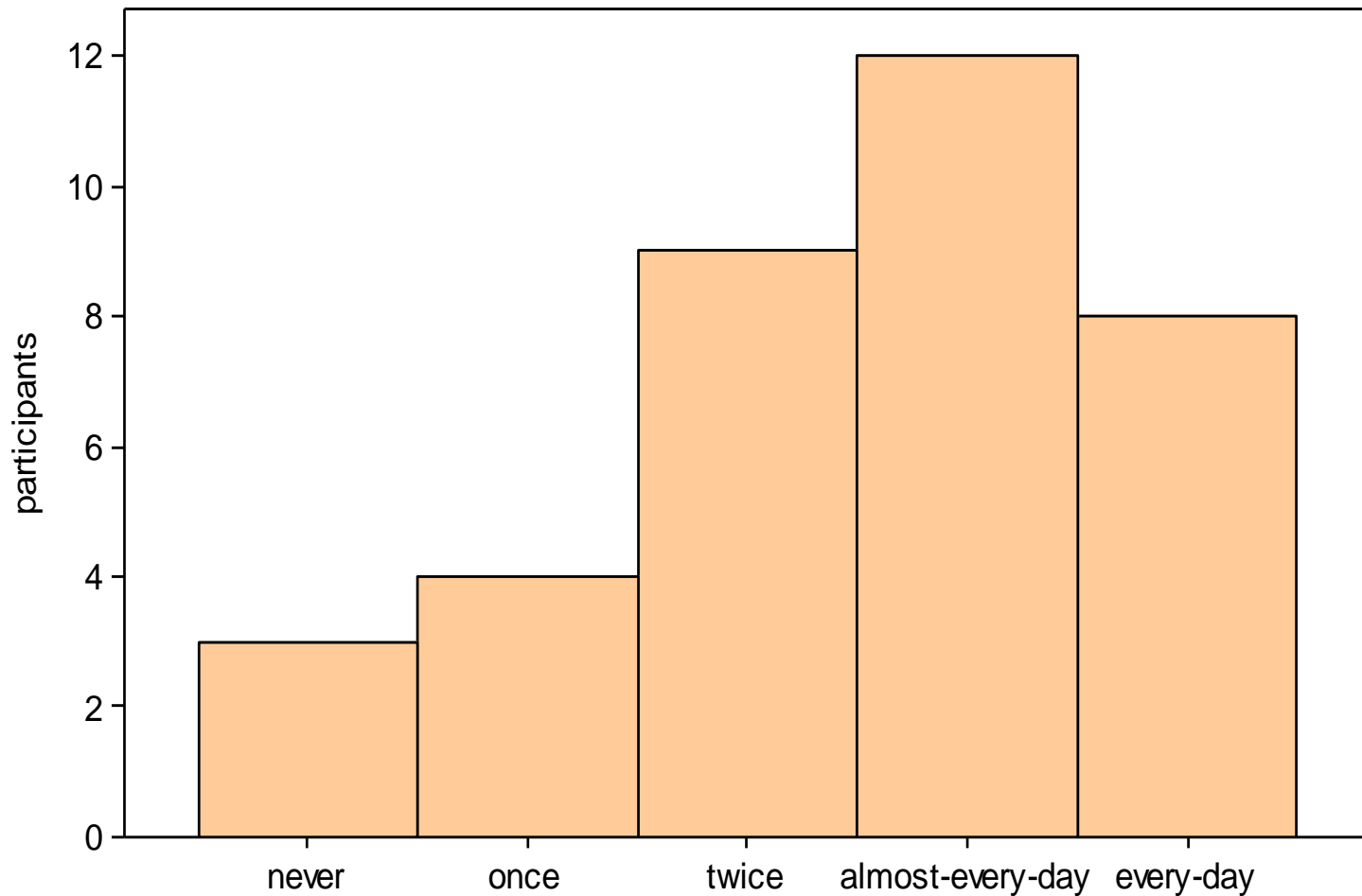
- Our family uses music (singing, listening, playing) in different ways, in order to help my child:

	Every day	Almost every day	A couple of days	One day	Not at all
Calm down					
At meal time					
At bed time					
Understand daily routine					
Have fun					
Travel calmly in the car					

Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

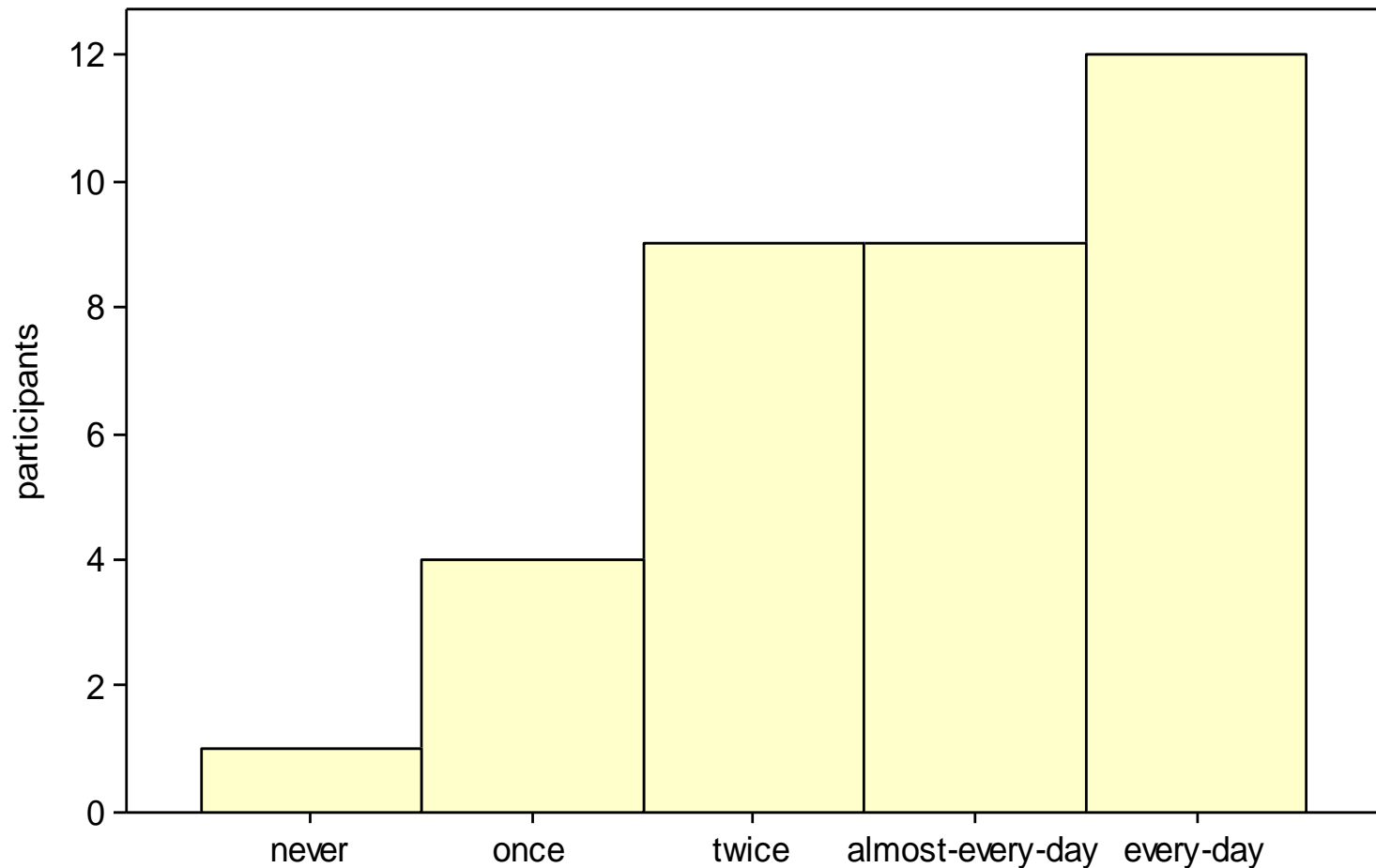
In the past week, how often have you sung with your child?



Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

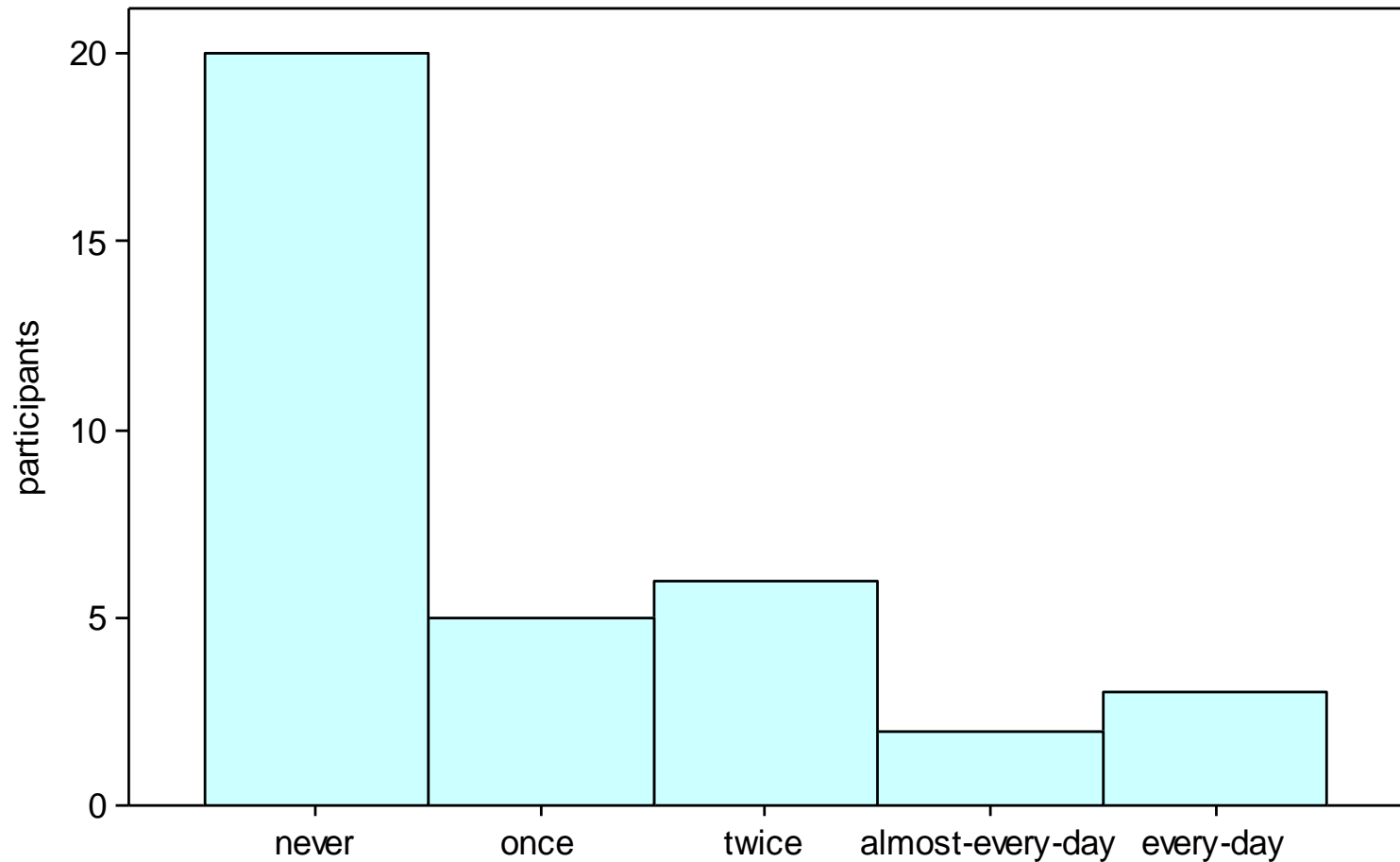
In the past week, how often have you listened to music with your child?



Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

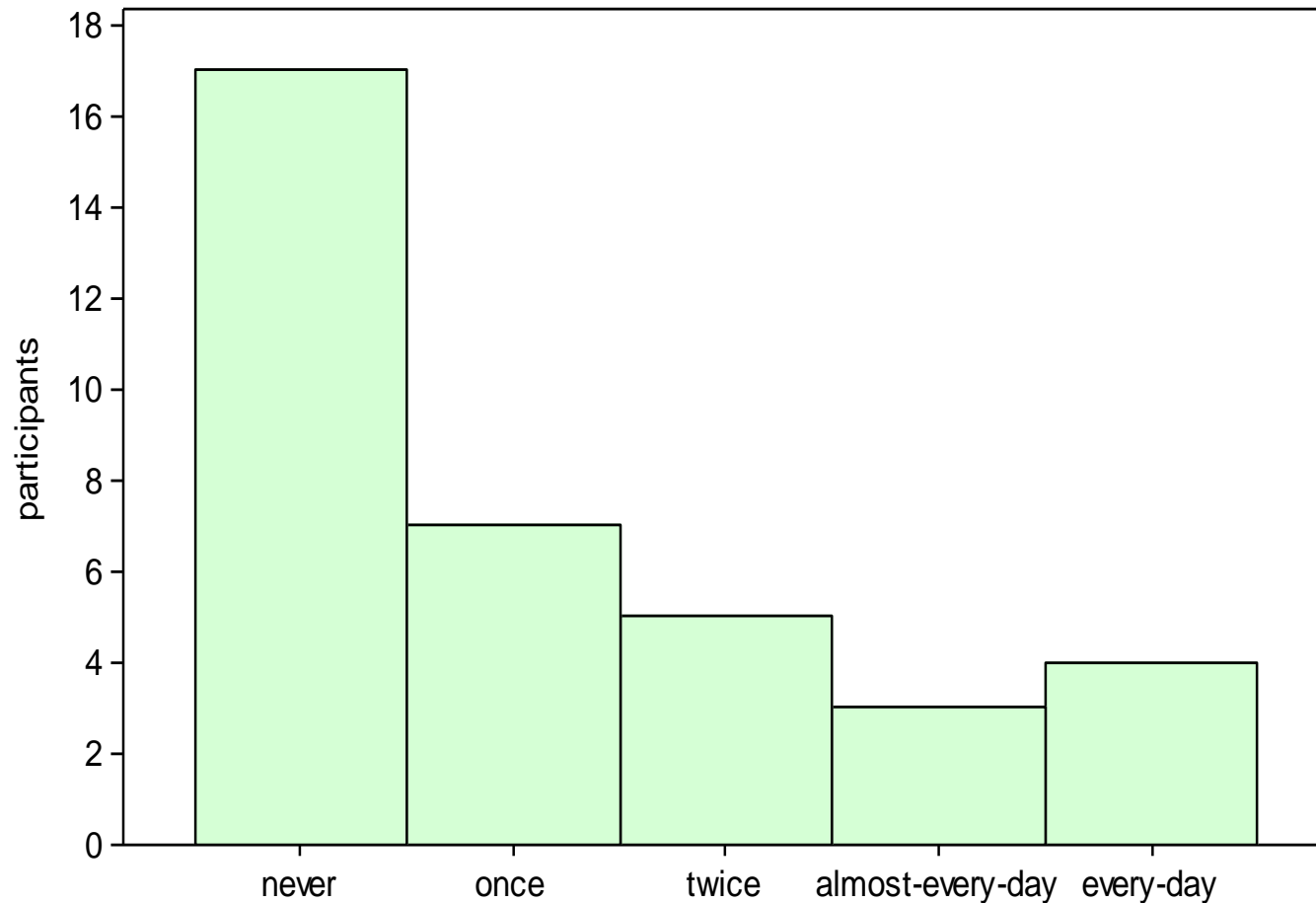
In the past week, how often have you played musical instruments with your child?



Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

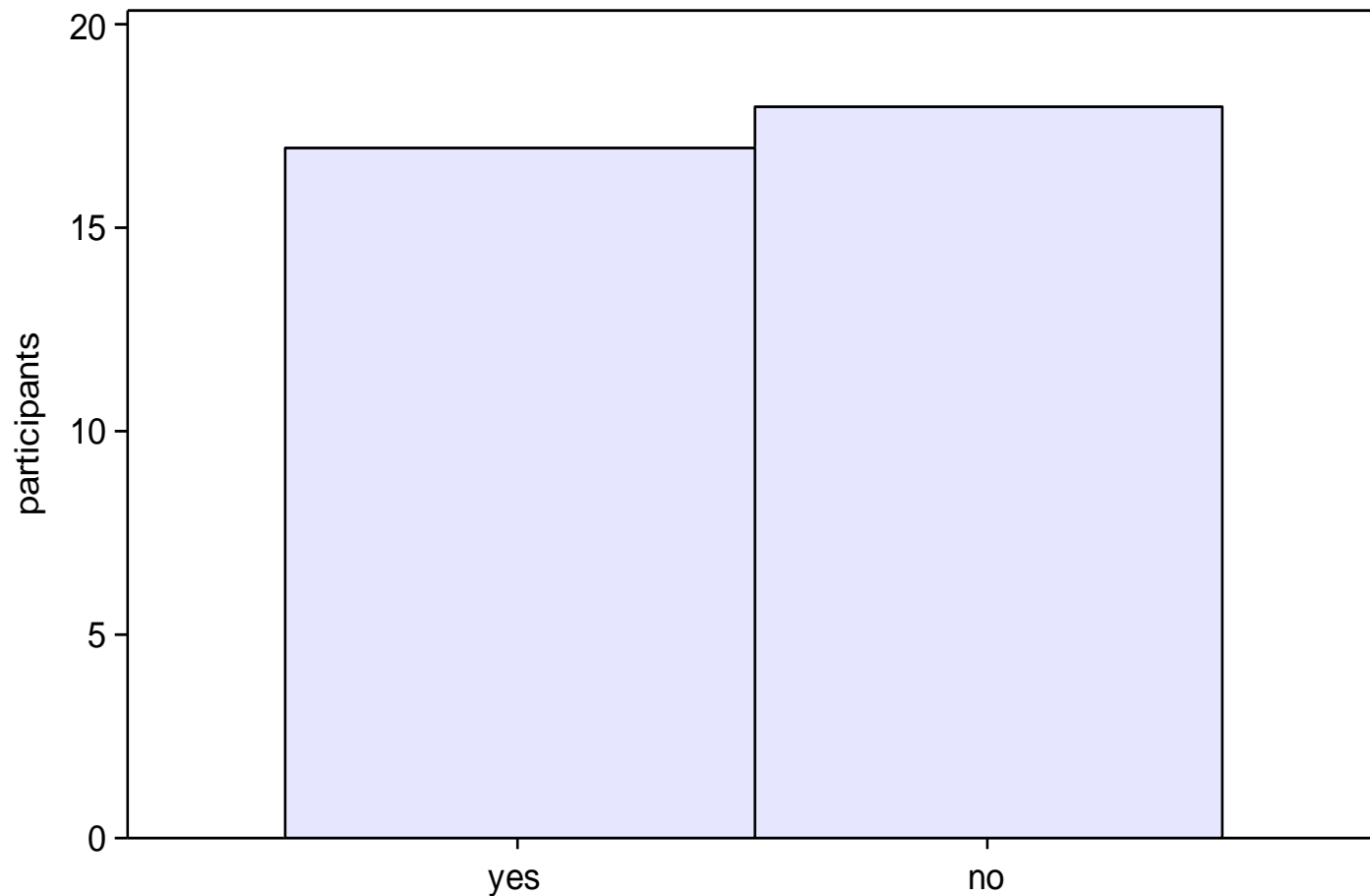
In the past week, how often have you played with music apps on a device with your child?



Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

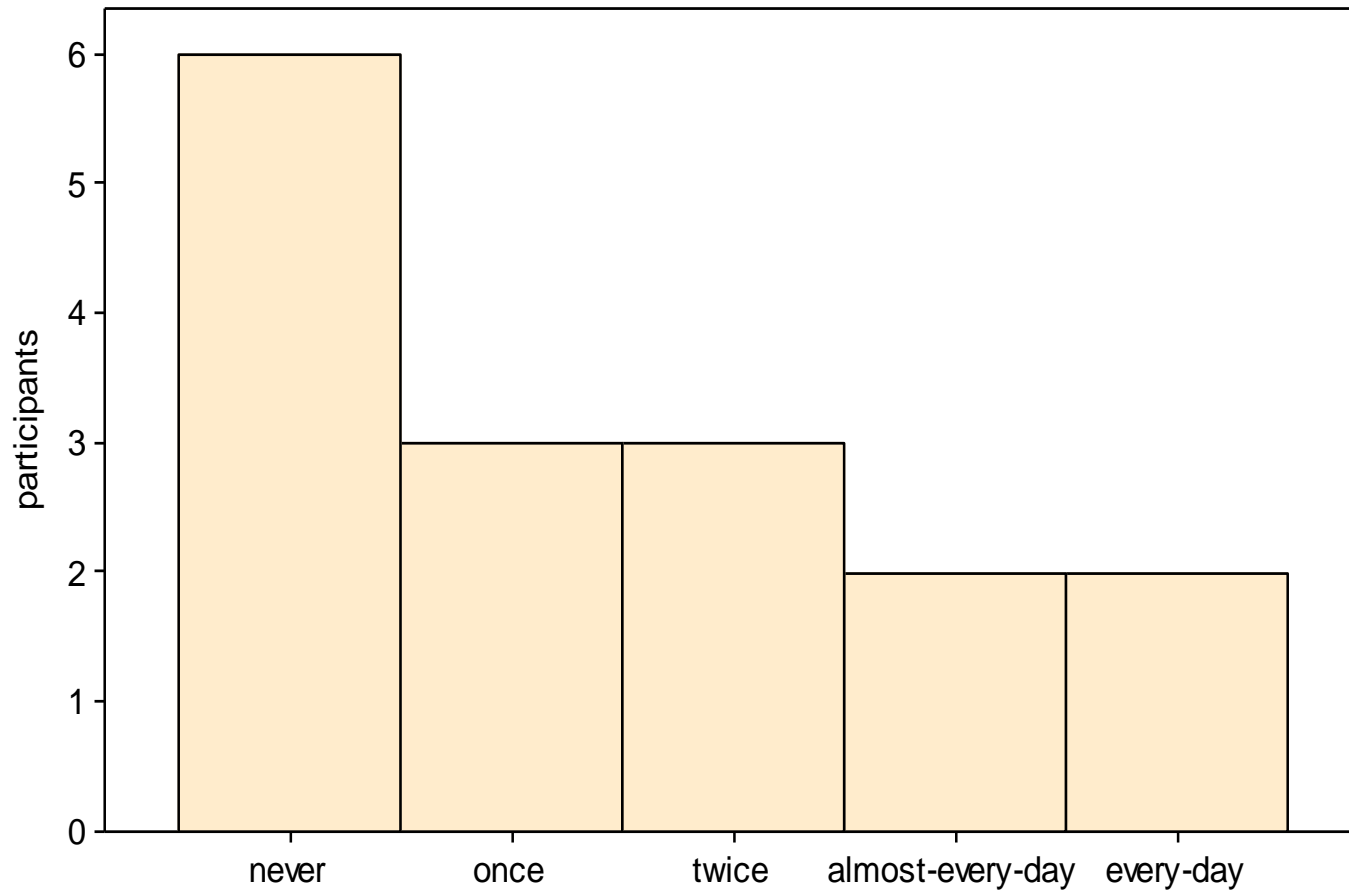
Do any family members currently play a musical instrument as a hobby or a profession?



Preliminary results: a sneak peak at the data

N=17; Australia=12; Israel=5

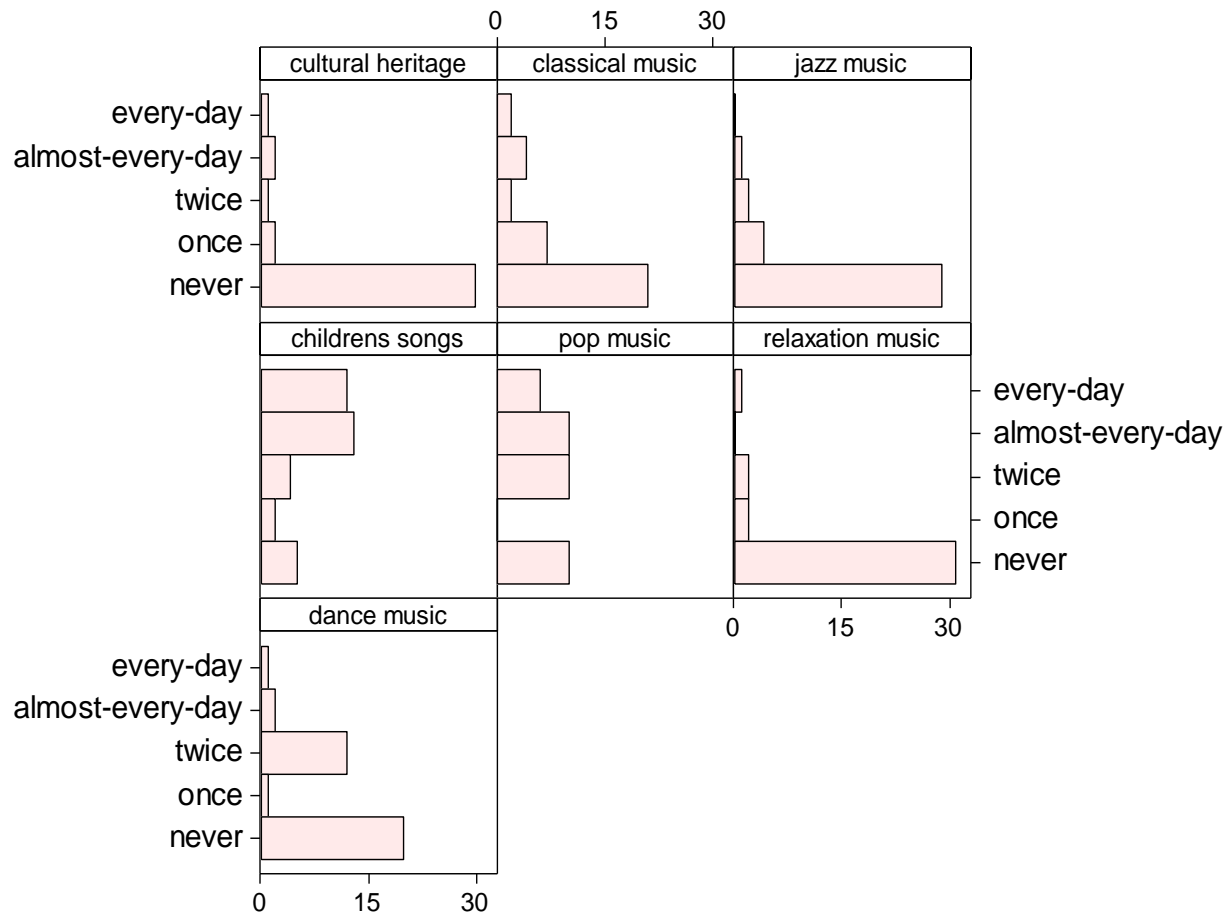
If yes, how often have family members played their instrument in front of, or with, your child?



Preliminary results: a sneak peak at the data

N=36; Australia=23; Israel=13

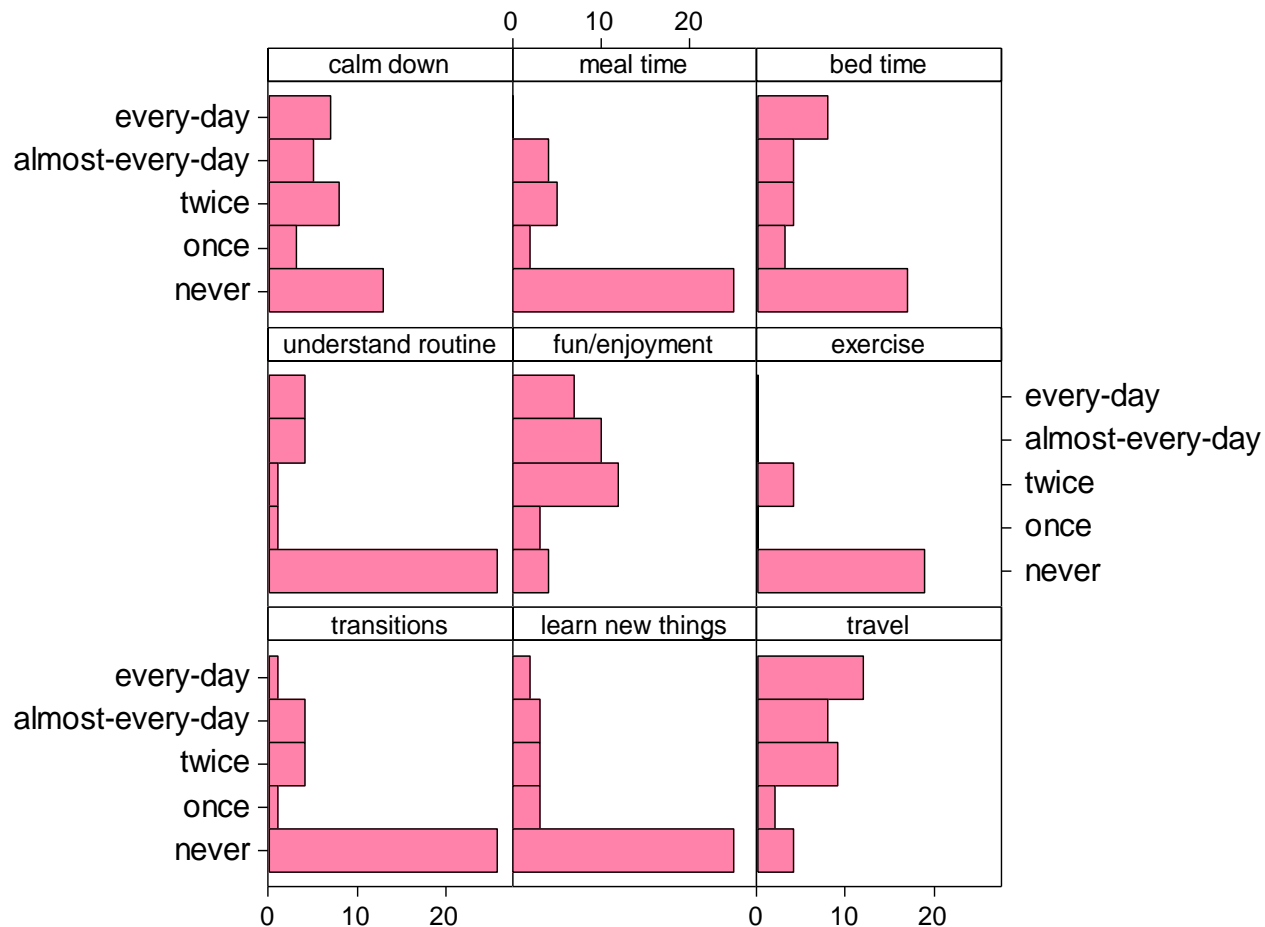
In the past week, what type of music has your family listened to?



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:



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 !



T I M E - A



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