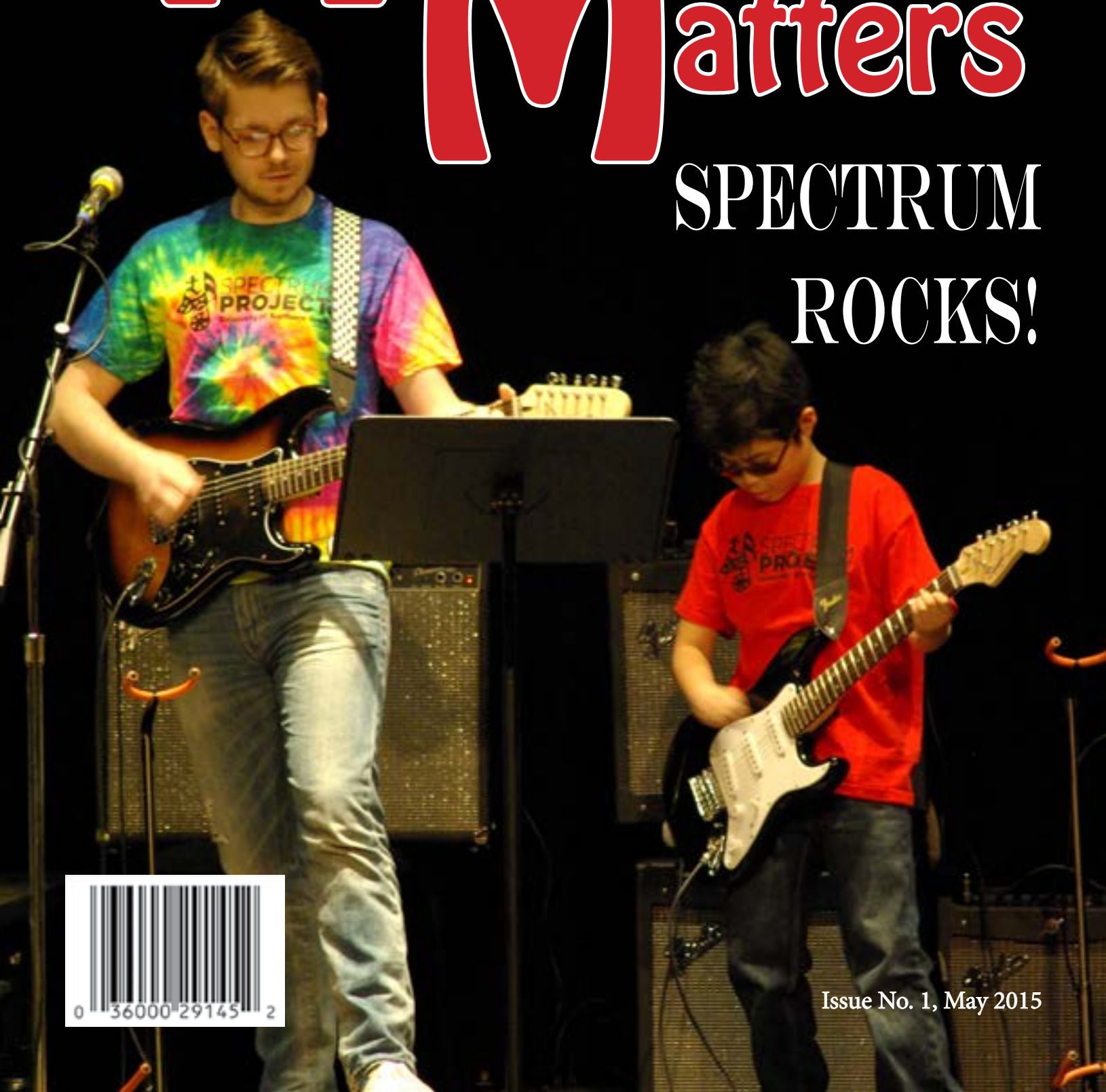


The Evolution of Music Therapy

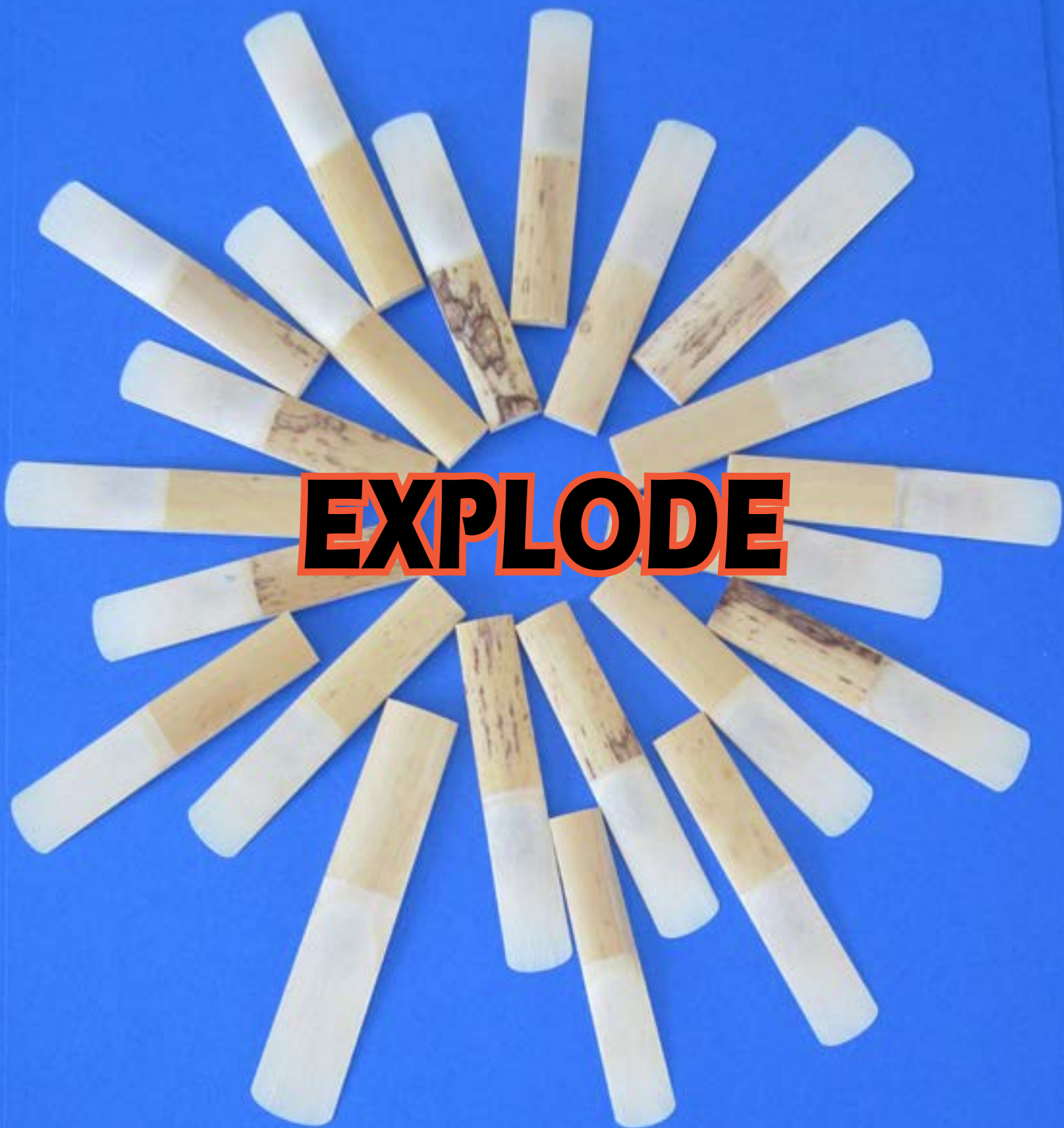
# Music Matters

SPECTRUM  
ROCKS!



Issue No. 1, May 2015





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# Letter from the Editor

Hello!

Welcome to the first edition of music matters. I am ecstatic to share with you the amazing things that music is doing in the lives of young people. Whether through music therapy, music education, or anything else, music has an immense power to change people's lives for the better. You'll see this demonstrated throughout the issue.

Personally, music has played a huge role in my life. As a young child, I attended music classes and concerts, and soaked in all there was to learn. I took piano lessons, then joined the band in middle school, playing the clarinet. Music has been a constant in my life, remaining a central part of my daily activities throughout the other changes that occurred. My most memorable experiences have been through music, which serves as a testament to what it can do in people's lives.



Recently, I have had some amazing opportunities to use music to help others. Seeing the power of music at work in the lives of other people has made evident to me the need for music in our world. In a society where news is so focused on the negative, it is imperative to find solace in something that is good in our lives. Music is that thing for me. I hope by sharing these positive events that are happening in the music world, you also are impacted for the better.

My work with the Spectrum Project, which is highlighted in this issue's cover story, has been incredibly fulfilling. Observing these children, who come from a variety of backgrounds and live with many different unique traits, come together through music has been life-changing. The picture on the left is me and my buddy, who is the happiest, most energetic boy you will ever meet. I hope some of the joy and enthusiasm that he and his friends have can be conveyed in this article.

At the same time, a great deal of research and study is being done in regards to the impact music has on the lives of a variety of individuals. My aim is to use this research to convey naysayers of the quanti-

fiable benefits that music has on a life. These statistics and correlations can open your eyes to music's power, and cannot be easily disputed or discounted.

I hope that through reading this magazine, you are all at once informed, entertained, and inspired.

*Hayley Graham*

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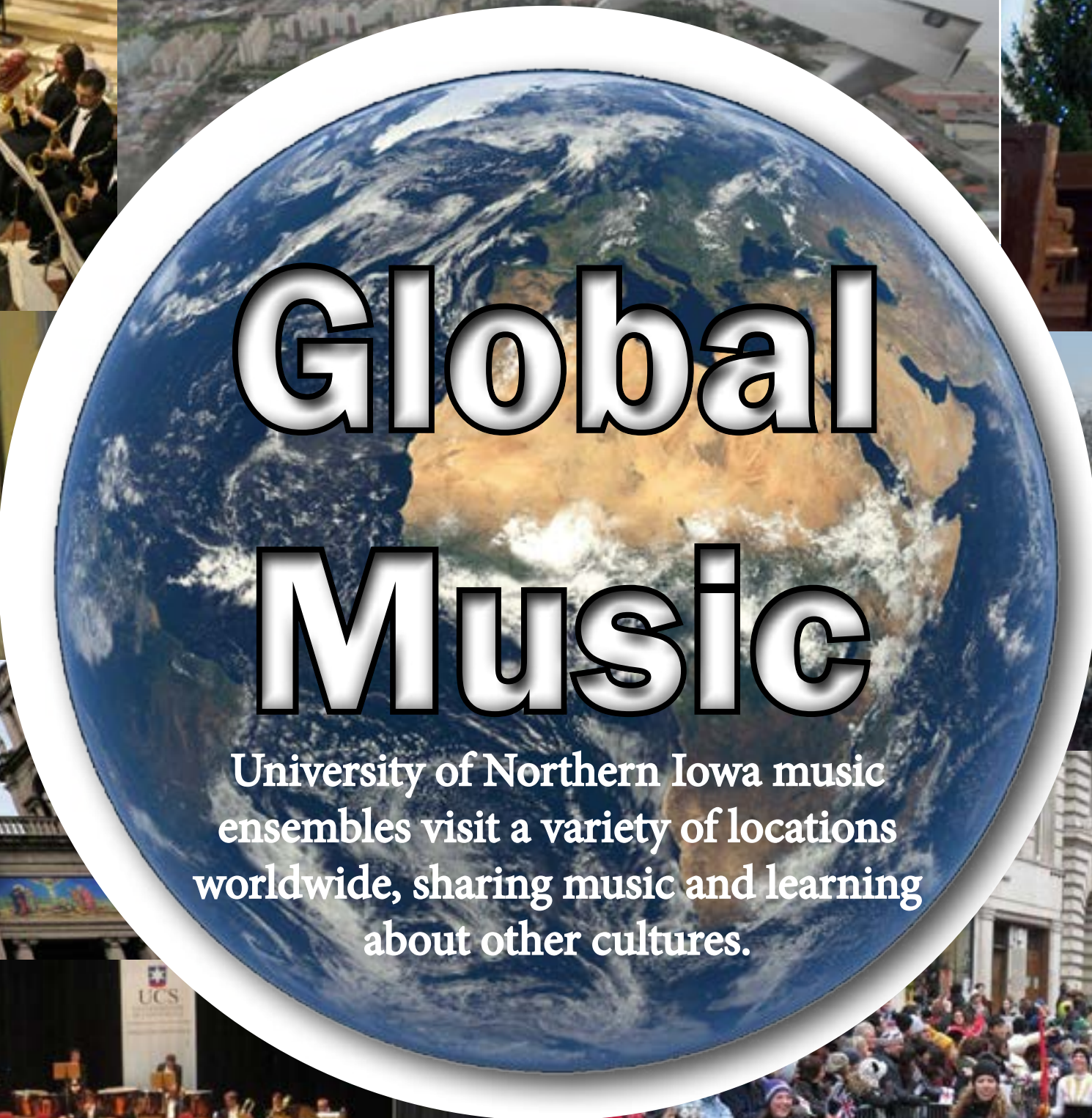




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# Spectrum Rocks!

Local project pairs UNI students with children on the autism spectrum for music, drama, and movement sessions.

**WHO:** Kids on the Autism Spectrum and UNI buddies

**WHAT:** Music, Drama, and Movement

**WHEN:** Saturday afternoons

**WHERE:** Lincoln Elementary School

**WHY:** To rock out and have a blast!

*Dayton, age 8, jams out on the drums at the Spectrum Project. He is a first grader who loves to swim, play at the park, and ride his bike.*





Jonathan



Jordan



Catie

There is nothing quite like watching a child's face light up out of sheer joy and excitement. For some fortunate University of Northern Iowa students, this can be seen repeatedly every Saturday afternoon at Lincoln Elementary. The driving force behind these joyful smiles is something called the Spectrum Project. The program brings children with autism spectrum disorder together with college buddies in order to participate in music, drama, and movement sessions.

The Spectrum Project is in its first semester of existence. Yet, the ideas for this project have been around for quite some time. In the fall of 2011, a program called Spectrum Theatre was started by Gretta Berghammer, a theatre professor at UNI. The program started small, but has grown significantly in recent years, and staff have seen noticeable differences in the students.

Following this idea, music professor Kevin Droe decided to implement a similar program, focusing on music instead of theatre. Droe's wife, Michelle, an elementary school music teacher jumped on board to volunteer her classroom and materials for the students. The program met on weekends when Spectrum Theatre did not, and introduced students to songs, percussion instruments, and music games.

Michelle Droe also had some experience working with children with autism in her elementary school classroom. "I felt like I could communicate with them through singing, and there were some really strong connections," she said. "I felt like we really needed to do music too because we thought there would be a connection."

Following several successful semesters of this project, Droe met a music teacher from

Ball State University at a conference, as he was doing a session about a program he had started called the Prism Project. This project was the model upon which the Spectrum Project was based, as it worked with kids of all ages, and split them into groups to participate in music, movement, and drama sessions.

Currently, the Prism Project is in its sixth year of existence and reaches a very large number of kids. It is also very well support-



Joey, Catie, their buddies, and the theatre directors act out a farm scene. Here, Joey is being a pig and the other farm animals are talking to him about an upcoming birthday party for Farmer Joe.

ed by the community. Their attendance at this year's performance was so large that they actually had to put on two shows in order for all the people who wanted to attend to fit.

The Droes watched the performance that the kids in the Prism Project put on, and were incredibly moved by it. The turnout at the performance was huge, and the audience's support was immense. Inspired by what he saw, Kevin Droe decided to apply for

a grant to attempt to duplicate the program at the University of Northern Iowa. Michelle Droe said that receiving the grant has been "really beautiful because we can pay the directors. Then they benefit because they're learning a lot from it."

Six UNI students were hired to be the directors of the project, with two assigned to each of the three content areas. These students, along with the adult staff members that oversee

as buddies. The role of a buddy in this program is to attend the program every Saturday and work one-on-one with a student, moving from session to session with them and assisting them however they need.

Each UNI student has a participant buddy that remains constant throughout the entire program, which allows close relationships to be formed. "I loved being paired one-on-one because it keeps things familiar," said UNI buddy Michelle Meadows. "My buddy started being really comfortable with me."

The buddies came from a variety of backgrounds and majors, including communication sciences and disorders, music, education, social work, and psychology. In addition, their experiences with this population were vastly different. Some had worked with individuals with disabilities before, yet of a different age or a different nature, others had family members that worked with individuals with disabilities, and still others came in with no background whatsoever.

However, they all were excited by the idea of being part of a new project to bring joy to the lives of children. "It seemed like a really cool program! I'd never heard of anything like it," said Shaina Davis, UNI buddy. UNI buddy Megan Vogt agreed. "When I found out about it, I thought, 'That's so exciting! I want to be a part of it,'" she said.

Yet, that doesn't mean everything was smooth sailing all of the time. The first day was a bit hectic, as it was new to everyone. "It was like being a kid in a candy store," said Droe. "It was the kids' first time in the setting, and a lot of them were really overwhelmed." "The first day was nutso," said Vogt. "I knew it was



Maya



Thomas



Kayla



***“We try to place people by labels and quantify them in specific categories. But categories don’t fit everyone. Normal isn’t normal.”***

going to be crazy.”

Prior to the arrival of the kids, the UNI buddies participated in a training session that gave them an idea of what they would be doing, and advised them in how best to approach the student with whom they would work. While this was valuable information, it was also a bit much for some students who hadn’t experienced this before.

“The first day was a little overwhelming, since we sat down at training and were told what to do in a worst-case scenario and thrown with a child we

knew little about other than a few likes and dislikes,” said UNI buddy Elizabeth Riehle. “I was worried I wouldn’t be able to make it fun, and I didn’t want to be the reason he didn’t come,” said UNI buddy Ashley Phelan.

Despite the craziness of the first day, the participants and their buddies gradually got into a rhythm and learned about each other. Even at the conclusion of the first day, the connections and enthusiasm were evident. “When the day was done I called my boyfriend right away and told him how much I loved it. I couldn’t

stop talking about it!” said Abby Morgan, a UNI buddy. “The kids are happy and because of that they made me

a beach day, where everyone got to learn how to hula dance and acted out beach scenes, and a birthday par-



*Kendall and Emma play a game with their buddies where they had to dress as farm animals and act out a story. Both girls were in the red group.*

happy! They are energetic and joyful people with a lot of great stories and ideas. I couldn’t wait to go back!”

The structure of the program divided the students into three groups based upon their age and where they fell on the autism spectrum. Each group had about six students, who grew to know each other quite well over the course of the semester. They attended the program from 1:00-2:30 pm, and spent about 25 minutes in each session, music, movement and theatre, in a rotational structure.

A variety of activities and themed days were held throughout the semester. Some highlights include

ty where students created a birthday cake and played birthday-themed games. Other days included a farm day and a camping day. The oldest group actually put together a rock band, with each student playing a different instrument such as drum set, guitar, bass, and ukulele.

Throughout the semester, connections continued to build between the UNI buddies and their participants. Buddies cite the growth they saw in their buddies throughout the course of the program as incredible. “My favorite part was actually seeing the growth in my buddy, and how he’s made friends with

other people in his group,” said Meadows. Davis agrees, as she said “The first time he came and was so much more interactive, it melted my heart.”

The participants’ growth was not only evident to their buddies, but could be seen in other aspects of their lives as well. “God has blessed our family with having Spectrum Project and Spectrum Theatre,” said Dennis Craun, whose daughter participated in the program. “You have managed to teach us new ways to adapt, overcome, and improvise, for which I am truly grateful.”

The lessons learned because of this program were not just for the students. Instead the college students credit their experiences with the program for positively changing their views of both people on the autism spectrum and the world in general. “The program made me realize the community that is present when people come

together over something,” said Meadows. “It brings all kinds of different people together, and it doesn’t matter who you are.”

Davis expressed the eye-opening lessons she learned about kids on the autism spectrum. “You can’t expect anyone to have limitations. Whatever you think is their limitation, they’ll prove you wrong,” she said. “People have stigmas about kids with autism and assume that you can’t communicate with them, but that’s not true at all.” Due to her experiences in the program, Davis has actually changed her future plans. Previously pursuing a degree in flute performance, she has now decided to transfer to Colorado State University, where she will pursue a masters’ degree in music therapy.

At the conclusion of the program, the students put on a showcase demonstrating their favorite activities and songs from



*Emma and her buddy Abby sing during rehearsal for the Spectrum Rock Band. Emma had the solo on the song “Best Day of My Life.” When she’s not being a rock star, she is an eighth grader who likes to keep busy with a variety of activities.*

## ***What is Autism Spectrum Disorder?***

*“Autism Spectrum Disorder is a developmental disability that can cause significant social, communication, and behavioral challenges. People with ASD may communicate, interact, behave, and learn in ways that are different from most other people. The learning, thinking, and problem-solving abilities of people with ASD can range from gifted to severely challenged” (Center for Disease Control and Prevention 2015)*



*Joey and his buddy Paige head to the stage to begin the run through of the show at a dress rehearsal. Joey is a fifth grader who enjoys technology, art, and music.*





*Danielle and her buddy Elizabeth take a break from rehearsal to do some coloring. Danielle is a fifth grader who loves Disney Playhouse and french fries from Culver's.*

throughout the semester. The Spectrum rock band performed "Best Day of My" portantly, the kids had an awesome time sharing what they had been working on with their families and friends.

***"It's nothing but fun. It puts into action the pure beauty of kids getting to enjoy the program. Music is for everybody!"***

Life," which served as the theme for the showcase. Some other highlights include the "Fun Song" from Spongebob, acting out animals, and jamming out to everyone's favorite dance moves.

This performance was given as part of the Autism and Arts Education Symposium held at the University of Northern Iowa on April 24 and 25. The performance was highly attended and well-received by the audience. Perhaps more im-

*Thomas catches the big blue ball that is used during the introduction game in theatre class. He is a nine year old who loves planes and recently took a very exciting trip to Disney World.*



The end of the program is bittersweet for the UNI students and participants alike, as they will miss seeing each other every Saturday. Meadows cites her buddy's "energy and fearlessness" as what she will most miss about him. "I'll miss his hugs and his smile," said Davis. "I just love everything about him. He's my man!" However, the lessons learned from being part of this program will not soon be forgotten. The viewpoints that the UNI students had on life in general have been altered by this program. "I've learned to keep a positive outlook on life," said Ashley Phelan. "There's always a way to make it better. Every situation can be turned into something good."

*Maya helps movement director Jenny pick a song to dance to. Maya is a first grader whose favorite movie is Madagascar Two.*



There is certainly no contesting that his program can be seen as good, through the positive impact it has had on the lives of performers and buddies alike.

The spectrum project will be continuing next

year. Sessions will begin on Saturday afternoons in January of 2016. The program is seeking more participants, as well as more University of Northern Iowa students to be buddies. If interested, contact Kevin Droe at kevin.droe@uni.edu.

## Spectrum Showcase 2015



*Joshua and Jenny perform the FUN song from SpongeBob Squarepants. Joshua, a third grader, is a huge fan of SpongeBob and knows all the words by heart. He can also do a great SpongeBob laugh!*

*At the final performance, Joshua acts out playing a really loud horn, while his friends cover their ears in anticipation. All of the students had a chance to act out an instrument using hula hoops and pool noodles.*





# The Evolution Of...



1789

Earliest reference to music therapy appears in a Columbian Magazine article called Music Physically Considered.

1800s

The first recorded music therapy intervention and systematic experiments in music therapy were conducted in the 1800s.

1900s

The National Society of Musical Therapeutics, National Association for Music in Hospitals and National Foundation of Music Therapy were founded.

1940s

Several psychiatrists and music therapists became key players in the development of music therapy as an organized clinical profession. College training programs were also created.

1950

National Association of Music Therapy was founded. This organization set standards for university-level education and created a board-certified program.

1985

The first board examination was administered. Today, over 5,000 certificants hold the credential, MT-BC, which stands for music therapist, board certified.

1998

The American Music Therapy Association was formed to unite the music therapy profession, and has over 5,000 members. It publishes research promoting music therapy.

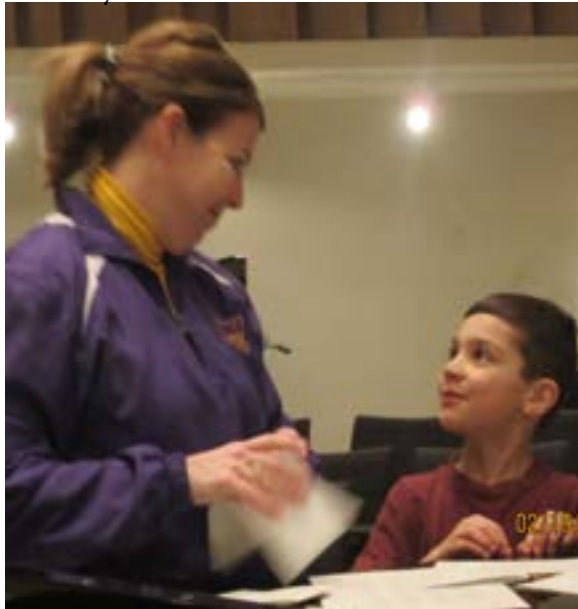
# Music Therapy



# UNI Children's Choir



Friends Ava and Lilyana share a binder while singing at Thursday night's choir rehearsal. The choir, comprised of students in grades three through nine, meets once per week during the school year.



John helps Mrs. Swanson, director of the children's choir, prepare for rehearsal. Several students arrived early to choir and eagerly volunteered to fold and sort name cards. These were then placed on each chair so that the students knew where to sit.



The UNI Children's Choir performs at least twice per year. They have performed with the Waterloo Cedar Falls Symphony, the UNI Chamber Orchestra, and the UNI Men's Glee Club, among other groups. Their next performance will be on Thursday, April 30, 2015 at 7 pm.



Malina and Isabel look carefully at their music. The choir is working on a variety of different songs, including one in French, which provides a new challenge for the students.



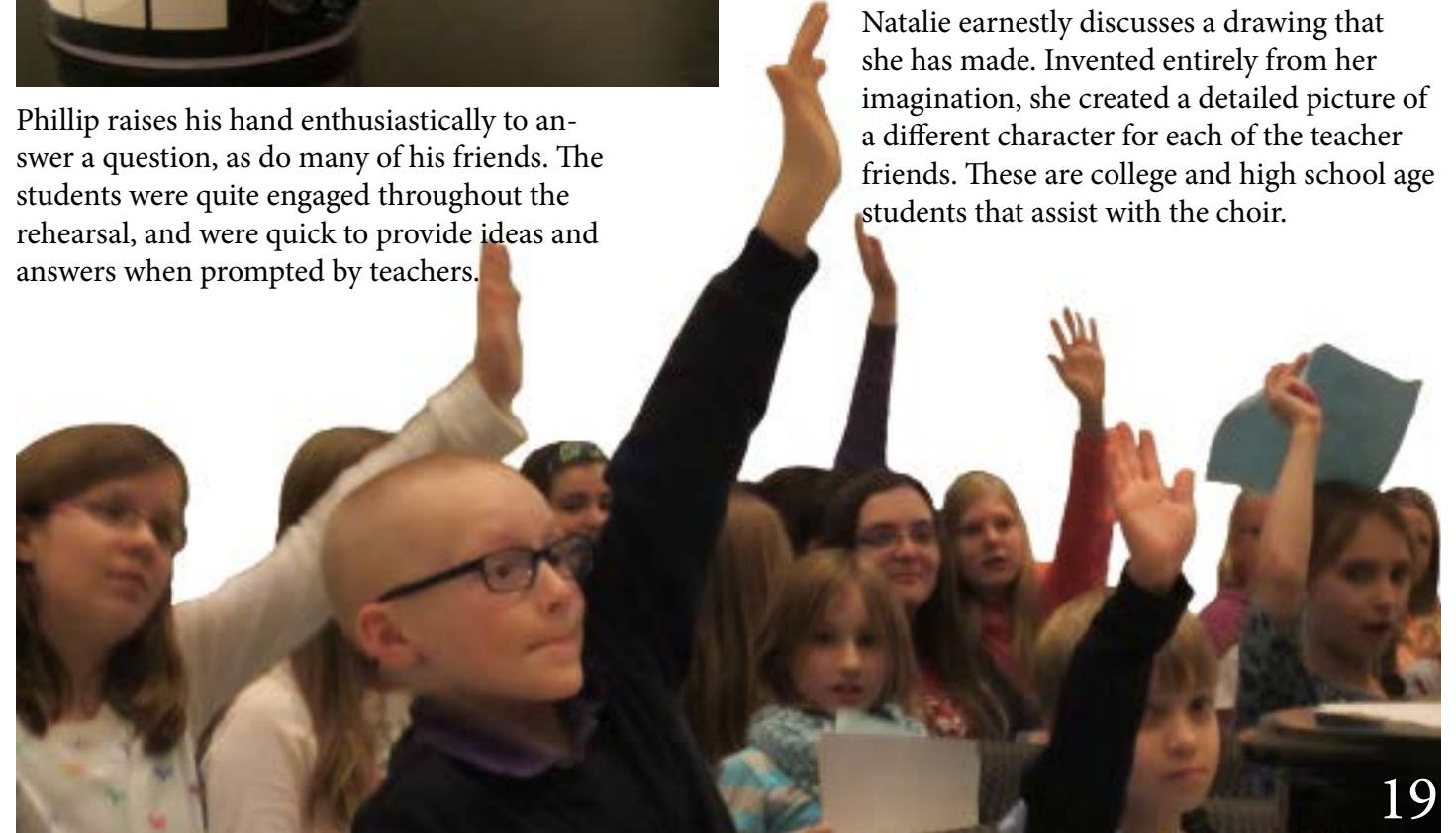
James, Mya, and Alex listen carefully during choir rehearsal. The children stopped socializing and listened whenever Swanson played a certain melody on the piano. She reinforced this behavior, remarking on how well-behaved and respectful they were.



Phillip raises his hand enthusiastically to answer a question, as do many of his friends. The students were quite engaged throughout the rehearsal, and were quick to provide ideas and answers when prompted by teachers.



Natalie earnestly discusses a drawing that she has made. Invented entirely from her imagination, she created a detailed picture of a different character for each of the teacher friends. These are college and high school age students that assist with the choir.





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# 10

## Impacts of

# MUSIC EDUCATION on the Development of Children

1. Children who study music have larger vocabularies and more advanced literacy skills.

2. Secondary students who participate in a school music group have the lowest lifetime and current substance use, including tobacco, alcohol, and illegal drugs.



3. When children learn to play music, their brains begin to hear and process sounds that they couldn't otherwise hear.



4. Making music as part of an ensemble causes children to work better in teams.



5. Linking familiar songs to new information can help imprint information on young minds.

10. Musical expression teaches children to process and express emotions in a healthy manner.



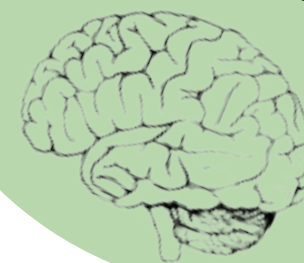
9. When making music, children make four or five decisions per second, which is higher than any other activity.

8. Children who play a musical instrument are more likely to excel in academic work, remain in school, and pursue further education.

A+

7. Music engages areas of the brain which are involved with paying attention, making predictions, and updating events in memory.

6. Children involved in music are positively influenced physiologically, as they use more of their brain than those without musical training.





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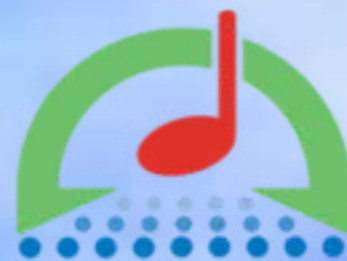
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