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Music as Therapy International: CPD Event

Music Therapy in the Community: A Practical Look at Skill-Sharing

Saturday 3rd December 2011

The Music Therapy Service,
4 Wensley Close
Eltham
SE9 5AB

Music as Therapy International
The Co-op Centre
11 Mowl Street
London
SW9 6BG

Tel: 020 7735 3231
www.musicasterapy.org
info@musicasterapy.org

We are extremely grateful to The Oxleas NHS
Foundation Trust Music Therapy Service for
supporting this event

Oxleas 
NHS Foundation Trust

Music as Therapy International is a charity which has been promoting the use of skill-sharing as a training tool since 1995. By carefully indentifying key principles of music therapy which are meaningful to local practitioners, we run training projects which enable some of the benefits of music therapy to reach children and adults who otherwise would not have access to any such input.

Reflections on what a *Music as Therapy International* project actually is can be distilled into a number of values which shape the ways in which we plan our projects and how we behave while we implant them.

- **Sustainability** Every *MasT International* project aims to have an impact that lasts longer than our active presence within the participating community. We believe effective partnerships between employees, volunteers and Local Partners are fundamental to sustainability. We make every effort to enable Local Partners to build on our investments in their communities. We share our resources with others working in related fields to broaden the impact of our work
- **Integrity** We are honest and ethical in all that we do and engage in responsible decision-making that reflects the highest standards of conduct. This ensures that our credibility, leadership and use of charitable funds is never in question. We demonstrate best practice at all times, guided by a professional code of ethics.
- **Respect** We are passionate about understanding the real needs of communities we work in and believe sensitivity to local culture and customs are vital. Time allowed to listen to, observe and learn from our Local Partners is integral to our projects. A collaborative approach is paramount
- **Innovation** Making concepts of music therapy accessible to people in non-traditional contexts requires creativity, compromise and vision. We encourage innovative practice to achieve this and strive for continuous organisational development as we learn from each project.

'New Ways of Serving Communities at Home and Abroad' is a resource pack designed specifically for the growing numbers of Music Therapists being offered opportunities to work on projects in unusual contexts, often overseas. However, many of the issues considered and angles taken will be pertinent to anyone undertaking project-based work in partnership with others. The pack comprises Clinical Vignettes, Practical Considerations and nine articles, including:

- **Different Roles and Setting Up a Functioning Partnerships**

- **Alexia Quin:** Two papers considering some of the similarities and differences about the roles a music therapist might be invited to play in unusual contexts and describing a 'partnership' model, which can be effective when implementing project-based work. Looking at how we can ensure our working relationships are true partnerships

- **Cultural Orientation and Cultural Adjustment -**

- **Graham Fawcett:** Two papers by Graham Fawcett, a clinical psychologist who spent ten years briefing and debriefing aid workers going to countries around the world.

- **Transferring Music Therapy Practice into Non-Western Settings: Cultural Considerations and Reflections -**

- **Ellie Salcin-Watts:** Considering the fit of a known practice of music therapy into a new, 'unknown' environment of a non-western culture.

To receive a copy of the resource pack, please send a cheque for £16.75 payable to '*Music as Therapy International*', *The Co-op Centre, 11 Mowll Street, London, SW9 6BG*.

All presentations from today will be compiled into a second resource pack available from Feb 2012.

PROGRAMME

9.30 Registration & Refreshments

10.00 The Music as Therapy international approach to skill-sharing: Alexia Quin
Music as Therapy International is, perhaps, best known for its longstanding involvement in Romania and our 6-week Introductory Music as Therapy Training model. However, in recent years the types of project we have developed have been very varied and reached locations beyond the boundaries of Romania. These include a University credit-rated module in the UK, a Distance Learning Programme in Romania, introductory skill-sharing projects in Peru and Georgia, sustainability activities in Rwanda and Romania and a written resource for Trainers, among others. This presentation focuses on how we prepare for a project to ensure the greatest chance of success.

11.00 Interactive Music-Making for Practice: Working with the under 5's:
Sarah Hadley & Linda Mitchell

This presentation traces the development of the Interactive Music-Making Course from its conception and clinical roots, to the training and practice of Oxleas' lead Interactive Music-Making practitioner, Linda Mitchell. This was the context against which the University credit-rated learning programme "Interactive Music-Making for Practice: Working with the Under 5s" was developed. An outline of the course will be presented, detailing the clinical paradigms used, teaching methods and evaluation. Past Interactive Music-Making student *Marion Payne* will share her experiences of the course and its impact on her current work with young children

12.15 Practical Lessons from Skill-Sharing Initiatives
Considering an Introductory Music as Therapy training and subsequent support activities, Bethlehem: Liz Coombes

In October 2009, Liz Coombes, music therapist, and assistant Hannah McCabe spent 6 weeks in Bethlehem, Palestine delivering a MasTIInt skill-sharing project. A follow-up visit took place in May 2010 as well as an additional fact-finding mission in March 2011 to assess developments. Outcomes from the training and subsequent visits indicated the importance of the initial contact and whole team preparation when delivering such a training. While local partners' willingness and ability to learn these new skills was not in doubt, of paramount importance was the host organisations attitude towards the work. Without support from the organisation in terms of giving staff the time and space to deliver, evaluate and develop the work, it can be difficult for the workers to incorporate their new skills into the existing framework of the organisation. Careful planning in terms of the feasibility of such a project is therefore invaluable from the outset.

PROGRAMME

12.45 Delivering a Intensive Study Weekend to Romanian students undertaking The Distance Learning Programme: Music as Therapy for Young Children with Disabilities: Emma Lovell

Emma will be sharing her experience of co-facilitating an Intensive Study Weekend as part of the Music as Therapy Distance Learning Programme 2011. The weekend aimed to offer the students opportunities to practice their music skills, develop music as therapy techniques, adapt musical activities in response to client behaviours and learn how to measure their clients' progress. As the weekend progressed, so too did the students' readiness to learn and share skills with one another. Emma will give an overview of the distance learning programme, with specific reference to this intensive study weekend.

1:15 LUNCH

2.00 Practical Lessons from SKill-Sharing Initiatives
Reflecting on experiences of a 6-week introductory Music as Therapy Training project, Romania: Emily Cawdron

Emily will be drawing on her initial experience of working in Romania in 2006 with music therapist Becca Sayers. They worked together for six weeks at a school in Vaslui, north east Romania, for children with hearing impairments. As a brand newly qualified music therapist who had yet started working, Emily worked with Becca who had been working for two years, so together they devised some ways of working with a mix of mild to severely hearing impaired children with their class teachers and other members of staff who were interested in becoming involved in the project. Despite an overwhelmingly positive response at the time of the project, it has been hard to maintain contact with this school so we are unsure to what extent they are still using music in their school.

2:30 Reflecting on the role of music in the Highland's Nurseries: Clare Reynolds
Having returned to Fort William from living abroad, Clare has been involved in several nurseries in the Highlands of Scotland. Here she has found that location is a big factor as to what resources and people skills are available. It has been an interesting and certain 'eye opener' for Clare finding out about the curriculum guidelines for pre-school music and the lack of structure involved. In this presentation she will reflect on how some simple training could change the way music might be better appreciated by the children at this stage. She is currently in the process of trying to encourage a more structured and meaningful approach amongst the local nursery teachers and support staff but also keen to try and develop this to a much wider area especially when there are no music specialists around.

3.00 Workshop for participants to share experiences and ideas relating to new ways of reaching a community using music therapy skill-sharing.

4.00 Plenary

4.30 End

SPEAKERS

Emily Cawdron: Emily has worked at a residential school for children with severe autism and learning disabilities for two years. More recently, her work has included setting up work in a day centre for adults with learning disabilities, and working in community clinics in North London and in South East London in a large and vibrant team of music therapists. Emily is a tutor on the Interactive Music-Making Course in Greenwich and also runs her own toddler groups for mums and little ones.

Liz Coombes: Born in Wales, Liz Coombes qualified as a music therapist in 2000, having previously practiced as a community musician in a variety of settings in South Wales. Her undergraduate training took place at Royal Holloway College, London University, where she gained a BMus. She has worked for Cardiff and the Vale Music Service, providing music therapy to special schools for a number of different client groups. In recent years, Liz has specialised in working with children with emotional and behavioural difficulties, and also works in the S Wales CAMHS in-patient facility. She was recently appointed Programme Leader for the MA in Music Therapy at the University of Wales, Newport, where she also lectures on the BA in Creative and Therapeutic Arts.

Sarah Hadley: Sarah is a state-registered music therapist who has been practicing since 1985. She is now Head of the largest NHS music therapy service in the UK - the Oxleas NHS foundation Trust Music Therapy Service - where she divides her time between a management role and her clinical caseload. Although Sarah currently specialises in working with children, her career has involved work with clients aged between 5 months and 60 years! She leads the partnership between Oxleas NHS Foundation Trust and *Music as Therapy International* on the Interactive Music-Making Course in Greenwich. Sarah also worked with *Music as Therapy International* in Romania since 1999, when she led a six-week introductory *Music as Therapy* training project in Timisoara. She has since returned to Romania numerous times to support these local partners and others, to lecture in music therapy in universities and to contribute to the Distance Learning Programme Intensive Study Weekend.

Emma Lovell: Emma trained as a music therapist in 2001 and went straight to Romania to work with a staff team at a day centre for adults with learning disabilities as part of the Music as Therapy six week introductory training project. She has visited Romania on several occasions for follow-up and evaluation projects, to provide further training and to participate in conferences, on behalf of Music as Therapy. Emma currently works as an Assistant Manager for a Community Learning Disabilities Team in London. She is looking forward to returning to work as a music therapist in January 2012.

Linda Mitchell: Linda has over twenty five years' experience working as a Generic Therapy Practitioner with children with complex additional needs on behalf of Children's Therapy, including Music Therapy, Occupational Therapy, Physiotherapy and Speech and Language Therapy. For the last fifteen years she has specialised in the under 5's, and is the lead Interactive Music-Making practitioner for Under 5's with special needs within the Greenwich Music Therapy Service. Linda is on of the "Interactive Music-Making for Practice: Working with the Under 5's" tutors and assessors.

SPEAKERS

Marion Payne: Prior to having her children, Marion was a manager at a global IT company. The birth of her second daughter who has Downs Syndrome sent her on a different career path. Marion's daughter received Portage in her pre school years and she found this an invaluable service. Wanting to know more and to be able help her as much as possible Marion became interested in child development, and especially children with additional needs, this led to her on to doing several courses to widen her knowledge, including the Portage training, learning Makaton and British Sign Language. Marion started working for the Greenwich Portage team in 2000; in addition to this role in 2008 she did Early Support training and is now also a non-designated Key worker for a small group of Portage families. Having just completed the Interactive Music making course she is now beginning to run music making groups for the Portage service.

Alexia Quin: Alexia is the Founder and Director of *Music as Therapy International* and she has been working in Romania since 1992. Alongside her work for *Music as Therapy International* Alexia works as a music therapist in a secondary school for children with severe learning disabilities, aged between 11 and 19 years, in London. Prior to this, she worked in a school for children of all ages living with autistic spectrum disorders. Alexia has worked closely with Sarah Hadley to develop and deliver the Interactive Music-Making course in Greenwich and with all the therapists who deliver projects with *Music as Therapy* around the world. She also supervises and consults on independent skill-sharing initiatives.

Clare Reynolds:

Clare is a qualified music therapist and music teacher. Over the past 15 years Clare has worked both as a music therapist and music/Additional Supports Needs teacher in a variety of settings and with many young people with a wide range of abilities and disabilities. With her vast experience of working with youngsters under 5, Clare has developed her own style of music courses called Exploring Music which she runs for parent and babies/children from as young as 6 months to 4 years old. Drawing on her knowledge and experience both as therapist and teacher, the courses have proved to be highly successful and very popular.