Strengthening Bonding and Attachment through Mutual Music Making for At-Risk Infants and Toddlers

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Raising Harmony: Music Therapy for Young Children
Learner Objectives

- Examine critical aspects in the development of attachment and bonding for infants and toddlers/grownups
- Identify music based elements present in bonding/attachment interactions
- Learn songs, interventions and strategies that can be used to promote grownup/child bonding and attachment
Music has been recognized throughout history as integral to the human experience. Music therapy uses music as the medium for providing systematic interventions through music experiences to support the opportunity for therapeutic growth and development.
“...reduces a young child’s fear in novel or challenging situations and enables the child to explore with confidence (so-called secure base behavior) and to manage stress...”

“...attachment relationships strengthen a young child’s sense of competence and efficacy. The adult’s contingent responding strengthens a young child’s awareness of being able to influence others and affect the world...”

“A critical factor in the caregiving environment is the extent to which parents and other caregivers including teachers and mentors are warm and responsive in interacting with the child, utilize positive behavior management strategies, and provide a positive climate for growth and development.”

Self-Regulation and Toxic Stress: Foundations for Understanding Self-Regulation from an Applied Developmental Perspective
U.S. Department of Health and Human Services 2015
Bonding and Attachment
For the Grownup and Child

♫ Responsiveness
♫ Consistency
♫ Persistence
♫ Acceptance
♫ Boundaries
♫ Safety
♫ Joint Awareness
♫ Joint Referral
Barriers to Bonding

For the Grownup:
- Situational Awareness
  - Roles and expectations
  - Environment
  - System requirements
- Lack of Information
  - Development
  - Disability
  - Available assistance
- Responsiveness
  - To the child
  - To the environment
  - To the system
Barriers to Attachment

♫ For the Child:

♫ Difficulties with attention
♫ Challenges with regulation
♫ Lack of synchrony
♫ Sensory avoidance
♫ Delayed communication
♫ Physical limitations
♫ Cognitive limitations
♫ Health, nutritional or medical conditions
Critical aspects in the development of grownup/child bonding and attachment

- Interactional synchrony
- Regulation
- Reciprocal communication
- Joint attention
Musical elements in bonding/attachment interactions

♫ Rhythmic and movement matching
♫ Intonation and inflection imitation
♫ Shared awareness
♫ Shared meaning
♫ Shared structure
♫ Timbre reflection and response
Musical Characteristics of Bonding & Attachment

Mutual Focus

♩ Music engages shared focus and attention
♩ Music is processed in a unique way in the brain
♩ Music is a universally accessible experience

Movement Synchrony

♩ Melody and rhythm mirror movement action and flow
♩ Melody and rhythm provide motivation for movement
♩ Melody and rhythm provide flexibility in grading or changing mutual movement

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Fostering Mutual Music Focus

Come On Let's Make Some Music

Adapted E.K. Schwartz

Andante

Voice

Come on let's make some music with our hands. Come on let's make some music with our hands. Making music is fun. All together or one by one. Come on let's make some music with our hands.
Fostering Movement Synchrony

Wiggly Jiggly Car

E. K. Schwartz

Voice

To keep you safe, safe, safe, put your seat belt on, on, on. To keep you safe, safe, safe, put your seat belt on. Wiggly Jiggly here we go we're riding in the car, car.

Wiggly Jiggly hip hip ty hop and now it's time to stop. Oh, oh, oh.

Wiggly Jiggly here we go we're riding in the car, car.

Wiggly Jiggly hip hip ty hop and now it's time to stop.
Musical Characteristics of Bonding & Attachment

**Rhythmic Synchrony**
- Rhythmic entrainment promotes mutual movement
- Rhythmic entrainment regulates physiological functions
- Rhythmic entrainment regulates emotional states

**Reciprocity**
- Musical structure fosters expectation for shared give-and-take
- Melodies support momentum toward response
- Rhythmic structure allows for suspension of sound while maintaining underlying organization
Fostering Rhythmic Synchrony

I Can Move Around

E.K. Schwartz

Voice

I can move a round and make some music.____ Shaking up and down and making music.____ I can move a round, I

love to make that sound. I can move a round and make some music.____ La la la la la la la la la____ La la la la la la la

I can move a round I love to make that sound I can move a round and make some music____
Fostering Reciprocity

YOU PLAY A LITTLE

E.K. Schwartz

Voice

Oh! Now! You play a little and I play a little and you play a little and I play a little and you play a little and I play a little and then when we finish we'll do it again put it right down clap hands pat knees clap hands and tell me please my turn please Oh! Now!

You play a little and I play a little and you play a little and I play a little and you play a little and I play a little and you play a little and I play a little and then when we finish we'll put it right down.
Musical Characteristics of Bonding & Attachment

**Timbre Response**

- ♩ Timbre provides for unique identity identification
- ♩ Timbre changes reflect changes in emotional states
- ♩ Timbre matching communicates attention and reflection

**Pitch and Melody Imitation**

- ♩ Pitch and melody contain unique communicative meaning separate from language
- ♩ Pitch and melody imitation allows for communicative reciprocity
- ♩ Pitch and melody are maintained in memory and can be reproduced
Fostering Timbre Response

Music Is The Way

Elizabeth K. Schwartz

copyright 2007

Harmonize in F# Pentatonic

Voice

Music is the way to say Music is the way to say I love you.

Music is the way to say Music is the way to say I love you, love you,

love you, love you. I love you. You love me. I love you.

You love me. Music is the way to say Music is the way to say I love you.
Can You See Me?

E.K. Schwartz

Voice

Freely

Can you see, see, see, me, me, me? Here's my eyes and here's my nose. Can you
Can you see, see, see, me, me, me? Here's my knees and here's my toes. Can you

see, see, see, me, me, me? Watch my mouth it'll open and close. Ha, ha, ha! Ho, ho, ho!
see, see, see, me, me, me? Watch my hands they'll open and close. Ha, ha, ha! Ho, ho, ho!

Ha, ha, ha! Ho, ho, ho! Ha, ha, ha! Ho, ho, ho! Ha, ha, ha! Ho, ho, ho!
Ha, ha, ha! Ho, ho, ho! Ha, ha, ha! Ho, ho, ho! Ha, ha, ha! Ho, ho, ho!
Musical Characteristics of Bonding & Attachment

Joint Referral

♫ Music exists as both an internal experience and an external experience that can be shared
♫ Music experiences become an object for shared attention for both grownup and child
♫ Music creates shared meaning and shared context

Shared Structure

♫ Musical structure organizes time
♫ Musical structure allows for reliable periods of shared attention
♫ Musical structure creates patterns of experience
Fostering Joint Referral

Sit Down and Join My Circle

Adapted E.K. Schwartz

Voice:

Sit down and join my circle. Sit down and join my circle. Sit down and join my circle. My friends are here today.

Now clap hands in the circle. Now clap hands in the circle. Now clap hands in the circle. My friends are here today.

Here, there, Friends are everywhere! Here, there, Friends are everywhere!
Can You Follow?

Adapted E.K. Schwartz

Can you follow can you follow can you come and march with me? Can you follow can you follow can you come and march with me? Hi Ho__ hi ho. Round and round we go. Hi ho__ hi ho round and round we go.


