

Music ideas

Music, songs and rhymes can encourage:

- Participation/sharing attention
- Anticipation
- Vocalisation

Some ideas you may find helpful:

1. To encourage vocalisations try leaving the last word off the end of each line of a familiar song/rhyme. Make sure you pause and give them time to respond before filling the word in yourself. If your child can't fill in the last word you could give them a sign (signalong) or an action/movement to imitate in addition to the word. Incorporate activities with high sensory appeal such as bouncing, jumping, bubbles, use of scarves etc... then stop activity and wait for child's verbal initiation to continue.
2. Use song signifiers: repetitive simple songs to use as a transition tool or to explain what activity is coming next, e.g. "it's bath time, it's bath time, we're going for a bath" sung to the same tune and repeated each time you want to take your child for a bath. The idea is that your child will recognise the tune and/or words and associate this with bath time. Song signifiers can be used for a variety of different activities but be careful to introduce them one at a time, giving your child the opportunity to become familiar with each one before introducing another one and then you can build up a bank of them.
3. Use novelty to increase motivations: sing in a silly voice, create sound effects, bring out the bubbles.
4. Choose relevant music rewards or props e.g. colour task – rainbow xylophone, animal task – animal puppets
5. Use a small bank of songs or rhymes to start with so they become familiar to the child and build on these when you feel the child is familiar with these.



Ways to build anticipation

Progressively increase your voice volume and pitch up to the point where you want the child to fill in a word or sound such as:

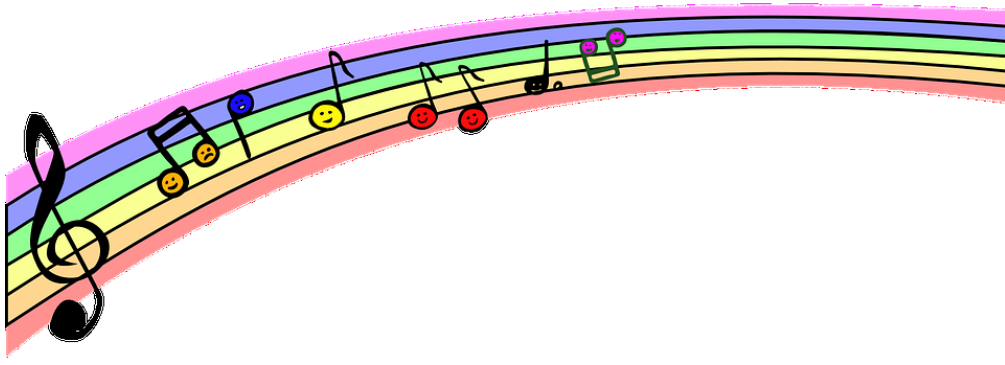
- Ready steady.....GO
- and.....STOP
- 1,2,3.....GO

Place your hands (or puppet) in front of the child, approaching to tickle then pause and wait for a verbal response before following through.

Incorporate activities with high sensory appeal such as bouncing, jumping, bubbles, water play, use of scarves etc.... then stop the activity and wait for the child to give a sign before continuing. This sign could be eye contact, a vocalisation, a sign, or a word.

Utilise activities the child finds funny such as making silly faces, moving toy animals in silly ways, or engaging in silly dance moves. Create a “stop” and “go” theme to these activities to incite the child’s desire to use communication in order to continue.

Here are some examples of songs which you can use these techniques with.



lights in the room if

appropriate.

LYRICS:

This little light of mine, I'm going to let it shine.
Oh this little light of mine, I'm going to let it shine.
This little light of mine, I'm going to let it shine,
Let it shine, let it shine, let it shine.

Shine all over (name) I'm going to let it shine.
Shine all over (name) I'm going to let it shine.
Shine all over (name) I'm going to let it shine.
Let it shine, let it shine, let it shine.

Actions:

- During 'Shine all over (name)', the adult can shine the light on the child's stomach (avoiding the eyes).
- Encourage the child to attempt a sound/word at the end of the phrase 'I'm going to let it _____'.
- Only turn the torch on after the child either attempts a sound.
- As an alternative, the adult can model closed fists opening to splayed fingers (mimicking a light flickering) for the child to imitate if he or she is not able to vocalise.
- The child can also attempt filling in the word 'mine' or putting their hand on their chest at the end of the phrase 'This little light of _____.'

5 Little Monkeys



Lyrics

Five little monkeys, jumping on the bed.
One fell off and bumped his head (ouch!)
Mummy called the doctor (put hand to ear as if making a call)
And the doctor said... (Wag finger/ shake head no)
No more monkeys jumping on the bed!

(Repeat with one less monkey each time)

Four little monkeys... etc.

This activity can be done with the child bouncing on a therapy ball or jumping while holding the adult's hands.

- Encourage the child to fill in the blank "One fell off and bumped his _____" at which point the adult can safely squat to the ground with the child or catch them off of the therapy ball.
- As an alternative, have a drum available and monkey pictures (can be affixed to wooden craft sticks) toy monkeys or puppets.
- The adult can assist the child in pretend play, having the designated number of monkeys jumping on the drum.
- In order for each monkey to fall off onto the floor, encourage the child to produce the sound 'Ouch' after the adult sings 'One fell off and bumped his head.'

Old Macdonald



LYRICS:

Old MacDonald had a farm, e-i-e-i-o.

And on that farm he had a (cow), e-i-e-i-o.

With a (moo moo) here, and a (moo moo) there,

Here a (moo) there a (moo), everywhere a (moo moo)

Old MacDonald had a farm, e-i-e-i-o.

(repeat with different animals)

- Have small farm animals/puppets available and a container or play barn to store them in.
- Withhold the animals from the child, and allow them to choose each one given the verse "And on that farm he had a_____".
- The child can select the animal by pointing or attempting the animal name/sound
- Once the animal is selected, the adult starts the phrase "With a (animal sound)...." waiting for the child to attempt the animal sound.
- Once she/he produces a sound attempt, the adult moves the animal at a fast pace with excitement and animation across the ground, even having the animal jump or fly to make it into the barn. Subsequently, the child continues to have to produce each animal sound in order to receive the fun reward of seeing the animal dance/race into the barn.