



**Where Do I Begin? A Therapy Framework, Music, and More for Working with Young Children and Families** © Morning session  
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**Where Do I Begin? Practical Strategies, a Therapy Format, and Music with Young Children**  
Abstract

- Learn how to use music to reach specific speech and language goals with children from toddlers to early elementary age. We'll review the developing research literature on the topic, experiment with techniques for writing songs and lyrics to support specific goals, and have a make and take of props for immediate use. On the second day, this course will provide a framework for analyzing each child's communication skills. The instructor will focus on "tricks of the trade" to use with a variety of disorders from autism to apraxia. As a speech-language pathologist working full-time in early intervention, Rachel will use practical examples, case studies, and videos throughout this session.



## Disclosure Statement

Rachel Arntson is owner and creator of all Talk It Rock It products (formerly known as Kids' Express Train) and receives compensation for products sold including music CDs.

Although this seminar is intended to teach others about the power of music and how to develop your own songs, materials such as free lyrics, pictures, and examples of Rachel Arntson's music will be used to demonstrate specific techniques.

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## What is happening in the brain?

*“Musical activity involves nearly every region of the brain that we know about, and nearly every neural subsystem.”*

Daniel Levitin

*“Far more than language, music taps into primitive brain structures involved with motivation, reward, and emotion.*

Daniel Levitin

*“Why would we use just language to teach language to a language disordered child?”*

Lana Popp, speech-language pathologist,  
San Antonio, Texas



The Benefits of Music  
My BRAIN is on fire!



## Research - music electrifies the

*"Music rearranges your molecular structure."*

*Carlos Santana*

Musicians' brains – What's different about them?

- Neuroplasticity of the brain

What's going on in there?

- Motor, Sensory, Auditory, Prefrontal, and Visual cortices
- Hippocampus
- Cerebellum
- Corpus Callosum
- Amygdala



Why would music benefit  
speech and language?

- Aniruddh Patel – Music, Language, and the Brain hypothesizes that musicians have neural plasticity with these conditions: OPERA
  - Overlap – Brain networks where speech and music are processed similarly such as how we perceive sound.
  - Precision – Music precision places high demands on brain networks.
  - Emotion – Music creates positive emotion.
  - Repetition – Music creates extensive repetition.
  - Attention – Music creates focused attention.



## Why would music benefit speech and language?

- Musical training leads to changes in the auditory system. (Nina Kraus)
- The pattern of beats in music and the ability to read are closely linked. (Goswami, Huss, et al.)

*“Music is a pleasurable boot camp for auditory processing.”* Aniruddh D. Patel



## Studies of other researchers on music – Please look at the bibliography at the end of this seminar

- Oliver Sacks – Musicophilia, Tales of Music and the Brain
- Gottfried Schlaug – Recent study on melodic intonation therapy
- Robert Zatorre – Emotional responses and dopamine release during musical listening.
- Daniel Levitin – This is Your Brain on Music
- Many other studies – See bibliography.
- Great video  
<https://www.youtube.com/watch?v=fyZQf0p73QM>



## The Emotional Benefit of Music

Your Journey - What's your song?

### Emotion

- Like/Dislike Comparison
- Excitement/Relaxation Comparison
- Music is a euphoric inducing stimulant
- Memory is enhanced by how much we CARE about something
- Caring leads to attention, alertness, mood, and neurochemical changes
- Increased interest in music in adolescence
  - My personal experience



If there is any reason to use music  
in our work, EMOTION is it!

### Research

- Lullabies/Play songs – Trehub
- NICU – Strandley
- Detecting Affect in Music - Heaton
- Marketing and the Film Industry uses music – Why? – Bruner, Boltz, et al.

*For arousing feelings and emotions, music is better than language. The combination of the two – as best exemplified in a love song – is the best courtship display of all. Daniel Levitin*

*Let's get EMOTIONAL!!!*



## The Benefits of Using Music for Receptive and Expressive Language and Emergent Literacy

### **Music can enhance:**

- ✓ Events and daily routines
- ✓ Vocabulary and concepts
- ✓ Reading/phonemic awareness
- ✓ Sentence structure/grammar

**Research:** Jingles, Reading skills, Vocabulary and Focused Language Stimulation (Let's count some words in a song)

What songs do you currently use? For what purpose?



## The Benefits of Using Music for Receptive and Expressive Language and Emergent Literacy

### ➤ **Music has a “stuck in your head” component**

- The “song-stuck-in-my head” (SSIMH) phenomenon has positive practical and emotional effects on ELL students, building greater confidence to produce speech. Sounds, words, phrases, and sentences of the second language may suddenly pop out and insistently ring in the student's head through the use of music. The SSIMH phenomenon, along with corresponding visuals, can greatly condense what may have taken several hours of standard language drill and practice for second language learning.
- See Bibliography on English Language Learners



## The Benefits of Using Music for Imitation, Articulation, and Sound Blending



### Gross Motor Imitation

**Research:** Thaut - Gait training in Parkinson's disease

### Verbal imitation, articulation, and sound blending – CAS literature

- Give sound blending practice.
- Slow the rate of a child's speech to allow for better sound production.
- Use intonation and rhythmic flow.
- Focus on core words in a child's vocabulary.
- Use cues that children can feel and see.
- Implement frequent repetition and frequent verbal practice that is enticing and motivating.



## The Benefits of Using Music for Social Interaction

*"Music produces a kind of pleasure which human nature cannot do without." Confucius*

### Social Interaction

- Communicative Intent
- Greetings and Commenting
- Transitions, daily tasks, and social questions -
- Answering questions and following directions

### Research:

- Improve social skills, self-care, and transitions. (Brownell, Kern and Aldridge, 2006, Kern et al, 2007, Ma, et al, 2001)
- Improvised Musical Play, increased interaction – Gunsberg, Edgerton
- Musical Social Stories – Brownell
- Daily tasks and Social questions - Sacks
- Is it the connection with people? Patients with aphasia improve with choral singing – Racette, et al.

*Let's hear from a mom who believes in the power of music.*



## Increasing Active Verbal Participation The Verbally Enticing Song –

Think about the speech and language techniques embedded within a song.

*“Sing a simple song that kids can simply sing!” Rachel Arntson*

- Language or sounds within child’s verbal ability  
*Let’s analyze “Itsy Bitsy Spider”*
- Common vocabulary in daily routines and words of high interest.
- Frequent repetition. *Focused Language Stimulation*
  - Chains of three – Rock and Roll
  - Interludes of CV practice and sound effects
- Exaggerated and extended sounds and words. (Milk and Juice)
- Simplify the gross motor actions-  
*Let’s practice – Baby Blowing Bubbles, Milk and Juice*



## Increasing Active Verbal Participation The Verbally Enticing Song

- Predictability of a song – a distinct beginning, middle, and end.
- Universal Chant/Universal rhythm.
- Songs that invite participation. (Your turn)
- Slower rate and higher pitch.
- Calming or exciting music? What is best?
- Natural “musical tone” of the words and phrases.





## Natural Musical Tone

*Let's practice!*

- What happened?
- Where are you?
- I went to the store today.  
(vary the stress on the word)
- Happy birthday!
- STOP! At the door.



## Increasing Active Verbal Participation Props and instruments

Instruments - create conversations,  
not performances.

Experiment and know why you're  
using them.

- **Shakers**, Blocks, Sticks, and Bells
- Streamers and **scarves**
- Paper plates
- Plastic eggs
- Bubbles, Horns and Kazoos
- Harmonicas
- **Picture frames – Animal Faces**
- Parachutes or Beach towels
- **Microphones**: Try paper towel rolls,  
plumbing pipes





## Increasing Active Verbal Participation - Visuals

- Books with rhythm, rhyme, and repetition and carrier phrases.  
*I Love, Hi*
- Picture song sheets, song choice pictures, and posters.  
*Bye song, Baby Blowing Bubbles, Wheels on the Bus*
- Objects that relate to the song.  
*Puppy song, What's That?*
- Videos/video modeling with songs.  
Let's look at examples.



## Encouraging Parents to SING! *The Spontaneous Song All Day Long!*

*"Give me a laundry list and I'll set it to music." Gioacchino Antonio Rossini*

- There's a songwriter in all of you!
- Use spontaneous song during therapy sessions.
  - Rapping dad and J.
  - Diaper time with O. – (My Eyes, eyes, eyes song)
- Ask parents to list their daily routines and their music.
- Brainstorm with parents how to add music to the day.
- A simple, do-able home program increases therapy effectiveness. (Grace)



## Simplifying Classic Children's Songs

- Should we change these songs? For what purpose?
- Slow down the pace of the song.
- Simplify the lyrics.
- Repeat common words or phrases often or take turns.
- Include several of actions or simple CV practice.
- Adapt songs to be functional in the natural environment of the child.



## Common Tunes for Spontaneous Singing

Let's practice the phrases, "Baby's blowing bubbles" and "I am walking."

- Are You Sleeping?
- Camptown Races
- Did You Ever See a Lassie?
- Farmer in the Dell
- For He's a Jolly Good Fellow
- Goodnight Ladies
- Hallelujah Chorus
- I'm a Little Teapot
- I'm Singing in the Rain
- Jingle Bells
- London Bridge
- Mary Had a Little Lamb
- Muffin Man
- Old MacDonald
- Pop Goes the Weasel
- Rockin' Robin
- Ring Around the Rosie
- Row, Row, Row Your Boat
- She'll Be Comin' Round the Mountain
- Shortnin' Bread
- Skip to my Lou
- The Ants Go Marching
- The Bear Went Over the Mountain
- This Old Man
- Twinkle, Twinkle, Little Star
- Wheels on the Bus
- Where, Oh Where Has My Little Dog Gone?



## Music and Receptive and Expressive Language - Common Vocabulary and Concepts - Objects

- Sing – Sing/Speak – Speak
- Owie Song (Talk It Rock It CD Set 1)
  - Use props, pictures to enhance learning
  - Owie, owie day. Owie go away.
  - A hug, a kiss, a bandaid on. Owie, owie all gone.
- Johnny Found a Sock (Plain Talkin’)
  - Johnny found a sock, yeah, yeah, yeah. Johnny found a sock, yeah, yeah, yeah.
  - Johnny found a sock, yeah, yeah, yeah. And he put it on his head.
  - Wait a minute! You don’t put a sock on your head.
  - Where do you put a sock? That’s right! You put it on your foot.



## Music and Receptive and Expressive Language - Common Vocabulary and Concepts – Objects and Actions

- Let’s Eat (Talk It Rock It CD Set 1)
    - Let’s eat, eat, eat. (your turn) Eat, eat, eat. (repeat)
    - Let’s eat pizza. (your turn) Pizza (3 x)
    - Pizza, pizza yum, yum, yum.
  - Puppy Song (Talk It Rock It CD Set 1)
    - Puppy, puppy, puppy. Puppy won’t you play with me.
    - Puppy, puppy, puppy. I love my puppy.
    - He can jump. He can roll. He can run. Have lots of fun.
- Think about props, pictures, videos, acting out the songs.



## Music and Receptive and Expressive Language - Common Vocabulary and Concepts – Verbs and Colors

### ➤ Action Interaction (Plain Talkin')

Matthew likes to read. He reads each day.

He reads and reads and reads.

Can you guess what he's doing now?

Matthew is reading. Matthew is reading. Matthew is reading now.

He's reading now!

### ➤ Larry Likes Lollipops (Plain Talkin')

Larry likes lollipops. He loves them a lot.

His tummy likes the lollies, but his tongue does not.

You see his tongue turns colors When he licks those pops.

What color is his tongue right now?

It's the color of the sun. It's the color of a lemon.

What color is his tongue right now? It's yellow! You're right. It's yellow.



## Music and Receptive and Expressive Language Prepositions

### ➤ Preposition Mission (Plain Talkin')

Oh where is the pig? We searched everywhere.

We looked in the barn, But the pig was not there.

Oh where is the pig? Oh where can it be?

The pig is in the mud. Where? The pig is in the mud. Where?

The pig is in the mud. Oh, I see it right there!

### ➤ In, Out, Up, Down (Talk It Rock It CD Set 3)

In, out, up, down (in, out, up, down)

Over, under, all around (over, under all around)

Put your puppy in (puppy in) In, in (in, in)

Take your puppy out. (out, out) Out, out (out, out)



## Music and Receptive and Expressive Language - Questions

- Do You See the \_\_\_\_\_ (Muffin Man)
  - ✓ Helping children follow a point
- Shortnin' Bread – The GREATEST song for improv!
- Oh where oh where \_\_\_\_\_ (Where oh where has my little dog gone?)
  - ✓ Vary the words depending on what you want to emphasize
- What's That? (Talk It Rock It CD Set 3)
  - What's that? It's a ball. What's that? It's a ball.
  - What's that? It's a ball. Yes, it is a ball.



## Music and Receptive and Expressive Language - Questions and Grammar Structures

- I Hear (Talk It Rock It CD Set 2)
- What Happened? (Talk It Rock It CD Set 2)
- Where Did My Shoes Go? (Talk It Rock It CD Set 2)
  
- Using Rock and Roll for Grammar Structure Practice
  - She's Got a Ticket to Ride, It's So Easy, I Wanna Go Home, Let It Be, Let's go to the Hop, Taking Care of Business, We Will Rock You, Under the Boardwalk, I Feel the Earth Move, **Snowman**



## Music and Receptive and Expressive Language Daily Routines

*"Most of us go to our grave with our music still inside of us." Unknown*

### ➤ Wash Your Hands (Shortnin' Bread)

Wash my hands now. Wash them now.

Wash my hands now. This is how.

Turn the water on like this. Get some soap now. Just one push.

Rub my hands and get them wet. Rub, rub, rub, rub, rub! That's it!

Rinse the soap off. Grab a towel. Dry my hands now. Yes! That's all!

I washed my hands now I'm all done.

I washed my hands, and that was fun.



## Music and Receptive and Expressive Language Daily Routines

- Children with interaction disorders benefit from a predictable routine to learn language. A song can help.
  - I brush my teeth on the bottom. I brush my teeth on top. I brush and brush and brush and brush. I brush and then I stop. (BINGO)
  - I can put my jacket on. Jacket. Jacket.  
I can put my jacket on. Hey, hey, hey!  
Put my arm in here. Other arm in there.  
I can put my jacket on. Hey, hey, hey! (Camptown Races)
  - During diaper changing.
  - My eyes, eyes, eyes. My nose, nose, nose.  
My hair, hair, hair. My toes, toes, toes. (Mexican Hat Dance)



## Music and Receptive and Expressive Language - Common Vocabulary and Concepts – Writing Your Own!

Choose a familiar tune or make up your own.

- ✓ Vocabulary and daily routines  
Are You Sleeping?, This Old Man, The Bear Went Over the Mountain, Farmer in the Dell
- ✓ Sequence of Events  
Military chants – Scrambled Eggs
- ✓ Direction Following and Questions  
Shortnin' Bread, Skip to my Lou, Mary Had a Little Lamb, Do You See the Muffin Man? Where Oh Where Has My Little Dog Gone?



## Music and Emergent Literacy, Reading, Writing, and Phonemic Awareness

- Research
  - Ann Kay, Rock 'N' Read, LifelongMusicMaking.org
  - Reading for kindergarten – Dr. Patrick Walton, Thompson Rivers University, British Columbia
- 5 Components to Emergent Literacy
  - Oral Vocabulary
  - Phonological awareness – rhyme, alliteration, syllabication
  - Print Awareness
  - Alphabet knowledge
  - Emergent Writing
- Literacy benefits when using music for all children!
  - Sound segmenting, rhyming, sound similarities, syllable counting, keeping the beat.





## Music and Emergent Literacy, Reading, Writing, and Phonemic Awareness

- Sing and Eat to the Alphabeat (Talk It Rock It CD Set 2)  
Pizza, pickles, popcorn, too. P- P- P That's the sound we do.  
Eat them. Eat them. How about you?  
Pizza, pickles, popcorn, too.  
P- P That's the sound we do. P- P That's the sound we do.  
P- P That's the sound we do. Peanuts, pickles, popcorn, too.
  
- Baby Blowing Bubbles (Talk It Rock It CD Set 1)  
Baby blowing bubbles, bubbles, bubbles.  
Baby blowing bubbles up, up, up. (repeat)  
Baby blowing bubbles on her nose.  
Baby blowing bubbles on her toes.  
Baby blowing bubbles in her hair.  
Baby blowing bubbles everywhere!



## Music and Emergent Literacy, Reading, Writing, and Phonemic Awareness

- Put songs in a book and books in a song.
  - Sing the song together – Choral singing
  - Show the printed word as you sing together
  - Use illustrations
  - Videos for combining visuals, printed word, and song
- Sound Segmenting
  - Sounds Make Words (Talk It Rock It CD Set 3)



## Music and Spelling

- 2 letter words: Skip to my Lou - T-O, the word is "to", Shoo Fly
- 2 and 3 letter words: Camptown Races - I can spell the word "to" T O, T O, I can spell another "two" - T W O.
- 3 letter words: This Old Man, Three Blind Mice
- 4 letter words: Shortnin' Bread, Hallelujah Chorus, Are You Sleeping
- 5 letter words: Farmer in the Dell, Row Your Boat, BINGO
- 6 letter words: Ring Around the Rosie, Here We Go Looby Loo
- 7 letter words: Hickory Dickory Dock. For He's a Jolly Good Fellow, Rockin' Robin. Muffin Man, I Don't Know What You've Been Told. Mary Had a Little Lamb. The Wheels on the Bus, Old MacDonald
- 8 letter words: Where Oh Where Has My Little Dog Gone
- 9 letter words: Beautiful Blue Danube



## Recommended practices for Imitation, Articulation and Sound blending

Keep sounds moving.  
Keep them slow with  
Intonation and rhythmic flow.  
Core words, Cues to  
Feel and see.  
Repetition, Chains of three.

Oh, oh! Let's do therapy.  
Oh, oh! Try rhythm and  
melody.  
Oh, oh! Let's do therapy.  
Rhythm, rhyme, and melody.



## Music and Gross and Fine Motor

- Paper Plate songs – William Tell Overture
- Scarf songs –  
**Fish, Birds, and Bunnies**, (Talk It Rock It CD Set 3)

Wave your scarf like a fish in the sea. Wave it now. Wave with me.

Swim, swim, swim in the sea. Swim, swim, swim with me.

Wave your scarf like a bird in the sky. Wave it now. Fly, fly!

Fly, fly, fly! We're free! Fly, fly, fly with me.

Shake your scarf like a bunny on the ground. Shake it now all around.

Hop, hop, hop on the ground. Hop, hop, hop all around.



## Music and Gross and Fine Motor

- Skater's Waltz - Waldteufel
  - ✓ Children put shoe boxes on feet and skate
- Flight of the Bumblebee – R. Korsakov - Use your imagination
- Arriba y abajo
- Roly poly, roly poly. Clap, clap, clap. Clap, clap, clap.  
Roly poly, roly poly. Up, up, up. Up, up, up.  
Roly poly, roly poly. Down, down, down. Down, down, down.  
Roly poly, roly poly. All around the town, town, town.
- Hippo song – A hip, a hip, a hippopotamus. He climbed. He climbed. He climbed into the bus. And all the children on the bus said, "You're squishing us."



## Music and Gross and Fine Motor

- **Walking Elephants**, (Talk It Rock It CD Set 5)
  - Walking elephants. Walking elephants. Raise your trunk. Raise your trunk.
  - Walking elephants. Walking elephants. Flap your ears. Flap your ears.
  - Walking elephants. Walking elephants. Stomp your feet. Stomp your feet.
  - Walking elephants. Walking elephants. Pick some grass and eat, eat, eat.  
(elephant noise)
- **I Am Walking Slowly (Pop Goes the Weasel)** © Rachel Arntson, 2007  
(Use a mesh scarf.)
  - I am walking slowly. You are walking, too.
  - We are walking slowing. Ah ah choo! (throw your scarf in the air.)
  - (Other endings – Boo, got you. I surprise you. Ya hoo!



## Music and Gross Motor Imitation

- Use musical instruments to encourage imitation.
  - Drumsticks – Have your own or share the drumstick.
  - Egg shakers.
  - Scarves
- Don't expect children to sing during these songs.
- Use the classic favorites. Tell parents the purpose to these songs.
  - Five Little Monkeys
  - The Wheels on the Bus



## Music and Verbal Imitation, Articulation, and Sound Blending

*"All the sounds of the earth are like music." Oscar Hammerstein*

- Spontaneous jamming during play creates vocalizing during motor tasks – use egg shakers, blocks
- Humming, vowels, and consonant-vowels to any song
- Noisy, Noisy, Noisy (Talk It Rock It CD Set 1)
  - Noisy, noisy, noisy. Someone's being noisy. Is it you?
  - Noisy, noisy, noisy. Someone's being noisy. Is it you?
  - Someone's sneezing. Is it you? (ahchoo)
  - Coughing, Kissing
  - Blowing, Yawning



## Music and Verbal Imitation, Articulation, and Sound Blending

- Who Are You? (Talk It Rock It CD Set 5)
  - Tune – 99 Bottles of Pop – Use [animal face posters](#)
  - Who is the cat today? Rachel is the cat today?
  - And what does the cat say? Meow (your turn) Meow
  - With younger children, simplify the lyrics
  - Who is the cat today, and what does the cat say?
  - Meow (your turn) Meow

Let's watch a video



## Music and Verbal Imitation, Articulation, and Sound Blending

- The Power of Rock and Roll
  - Staying Alive – Ben
  - The Lion Sleeps Tonight



### **Monkey Song** (Talk It Rock It CD Set 1)

- Combines gross motor with vowel imitation

Monkey, monkey, swinging in a tree.  
 Monkey, monkey, he's talking to me.  
 Oo oo oo oo ee ee. Oo oo oo oo ee ee. (your turn)  
 Oo oo oo oo ee ee. Oo oo oo oo ee ee.  
 Monkey, monkey, monkey, he's swinging in a tree.



## Music and Verbal Imitation, Articulation, and Sound Blending

- Vowels (Talk It Rock It CD Set 3)
  - Drop your jaw. Say ah, ah, ah (ah, ah, ah, ah, ah, ah, ah)
  - Round your lips. Say oh, oh, oh (oh, oh, oh, oh, oh, oh, oh)
  - Now smile like me say ee, ee, ee, (ee, ee, ee, ee, ee, ee, ee)
  - Pucker real tight say oo, oo, oo. (oo, oo, oo, oo, oo, oo, oo)
  - Ah, ah, oh, oh, oo, oo, ee. Now you can sing that with me.
  - Ah, ah, oh, oh, oo, oo, ee. Great job, kids, singing with me!
- Vowel song (tune Skip to my Lou)
  - Ah, ah. Ah ah ah. Oh, oh. Oh oh oh. Oo, oo. Oo oo oo.
  - I can say them. You can, too.
  - Ah, ah. Ah ah ah. Oh, oh. Oh oh oh. Ee, Ee. Ee ee ee.
  - You can say them. Sing with me.

Let's watch a visual example of this song. Consider video-taping your students while singing songs.



## Songs for Spontaneous Sound Blending

- Take pressure off the child by decreasing the request to imitate.
- Model spontaneous song during play or daily activities. Use chains of CVs and vowels for sound blending. Use easy tunes to help child move and verbalize simultaneously. (Spontaneous song with S)
  - Shortnin' Bread
  - Twinkle Little Star
  - Use phrases with inflection such as “Where are you?” during play.
  - Sing ABCs and Happy Birthday to YOU! with zesto.



## Music and Verbal Imitation, Articulation, and Sound Blending

- Never underestimate the power of classical songs for vowel and consonant-vowel imitation.
- Camptown Races – I can say the “ah” sound. Ah ah ah ah
- Beautiful Blue Danube – Well, I can say “ah” Ah ah ah ah
- Skip to my Lou – Ah ah ah ah ah, Oh oh oh oh oh, Oo oo oo oo oo. I can say them. You can, too.
  
- Eine Kleine Nachtmusick – Mozart
- Barcarole from “The Tales of Hoffmann” – Offenbach
- Tritsch Tratsch Polka – Strauss



For this free vowel picture, go to  
<http://www.talkitrockit.com/pages/FREEResources/>

#### Vowels



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## Music and Verbal Imitation, Articulation, and Sound Blending Consonant-Vowel practice

48

- Rock and Roll – Why are we attracted to it?
  - She Loves You – (Beatles) Alex
  - Land of 1,000 Dances and Singing A Song (hand cues)
  - The New BMW
    - use microphone tubes (use hand gestures/cues)
  - Who Let the Dogs Out? – Vary the song with sound practice - Who let the B's out, b b b b
  
- If playing a toy xylophone, piano, or drum, model consonant-vowel productions to give children “permission” to sing their own songs that “they can simply sing.” (O and his xylophone app)







## Imitation of CV, Words, and Phrases

- Focused language stimulation – Use songs that repeat the target words. Use visuals to enhance learning.
  - Baby blowing bubbles, bubbles, bubbles.  
Baby blowing bubbles. Up, up, up.
  - Puppy, puppy, puppy. Puppy won't you play with me.  
Puppy, puppy, puppy. I love my puppy.
  - What's that? It's a ball. What's that? It's a ball.  
What's that? It's a ball. Yes, it is a ball.
  - Hi and Bye songs – Teach the skill with a song and then focus on generalization.



## Imitation of CV, Words, and Phrases

- Chains of 3 combined with gestures
  - Toast in a toaster. 1-2-3.  
Who's gonna eat it? Me, Me, Me!  
Toast in a toaster. Pop, pop, pop.  
Take a bite and eat it up! Num, num, num.
- Open ended sentences that rhyme.
  - I love bubbles. I love rocks. I blankies. I love socks.  
I love pickles. I love cheese. I love orange freshly squeezed.
- Combinations of isolated sounds, CV, words, and phrases
  - Fish, Sharks, and Shells  
Fish in the ocean. Fish in the sea.  
Fish, fish, fishie. Catch it with me.



Music and Verbal Imitation,  
Articulation, and Sound Blending  
Final Consonants and Two Syllables

➤ Put the Sound on the End (Talk It Rock It CD Set 1)

Put the sound on the end.

Put the sound on the end and make them loud.

Put the sound on the end as LOUD as you can.

Put the sound on the end.

Remember now, put the sound on the end.

Make them pop as loud as you can.

Up (up) help (help) cup cup cup (cup cup cup)

Eat eat eat (eat eat eat) hat (hat).

➤ Tiny Tony (Talk It Rock It CD Set 3)

Tiny Tony, doggie, doggie. Tiny Tony I love you.

Oh do ya, do ya, do ya love me. Do ya, do ya, do ya do.

He's got tiny, tiny tiny teeth. Teeth, teeth, teeth, teeth.



Music and Verbal Imitation,  
Articulation, and Sound Blending  
Two word phrases and Two Syllables

➤ I See a Bug (Talk It Rock It CD Set 3)

Bugs over here, and bugs over there? Bugs, bugs are everywhere!

I see a blue bug. (your turn) blue bug. Oo yuck (your turn) oo yuck.

I see a red bug. (your turn) red bug. Oo yuck (your turn) oo yuck.

I see a yellow bug. (your turn) yellow bug. With lots of legs for lots of hugs.

Hugga, hugga, hugga, hugga who? (your turn) Hugga, hugga, hugga, hugga who?

Hugga, hugga, hugga, hugga you! (your turn) Hugga, hugga, hugga, hugga you!



## Music and Verbal Imitation, Articulation, and Sound Blending

Think about the sound possibilities with your songs. These are mine. List yours!

- B – Bye, Bananas, Baby Blowing Bubbles, Bus, Boat, Bike
- P – Puppy
- T, D – Tongue Tip Time, [Tiny Tony](#)
- W – [Wheels](#), Ride the Horsie, Bath Time
- Y – Ride the Horsie
- G – Go, Drive a Car
- K – Cake and Cookie Birthday,
- H – Hi, Ha Ha Hiding, [Ha-Ha-Ha](#),
- M – Milk and Juice, Monkey-Moose-Mouse,
- N – No No Nigh Night
- CH – Express Train, Booga Choo Choo, [Jump on the Choo Choo](#)
- J – Jump on the Choo Choo
- L – I Love
- S – Hissing Snake
- SH – [Fish-Shark-Shells](#)
- F – Fish-Shark-Shells



## Music and Verbal Imitation, Articulation, and Sound Blending

**Let Me Hear You Say**, (Talk It Rock It CD Set 3)

Let me hear you say my key. (my key, my key)  
Let me hear you say monkey. (monkey, monkey)

Let me hear you say bye cat. (bye cat, bye cat)  
Let me hear you say bike hat. (bike hat, bye hat)

Let me hear you say mess, mess (mess, mess, m  
Let me hear you say rake, rake (rake, rake, rake, |

Let me hear you say ice water (ice water, ice water)  
Let me hear you say house key (house key, house key)





## Common Rock and Roll Songs

- **Vowels and CV structures**
  - She Loves You
  - Land of 1,000 Dances
  - Barbara Ann
  - Good Vibrations
  - Hey Jude
  - Hey Goodbye
  - The Boxer -Lai, Lai, Lai – Simon and Garfunkel
- **Single words**
  - Let It Ride
  - Chain of Fools – Choo choo Train
- **Multi-syllabic words and sounds**
  - Shanana
  - Yummy, yummy, yummy
  - I'm Hooked on a Feeling - Ooga shaka
  - Lion Sleeps Tonight
  - Wild Thing
  - Rockin' Robin
  - Yodelling
  - Share the Land
- **Phrases**
  - It's So Easy
  - I Wanna Go Home
  - Let It Be
  - Let's go to the Hop
  - Taking Care of Business
  - Help Me Rhonda
  - Under the Boardwalk
  - She's Got a Ticket to Ride
  - I Feel the Earth Move Under My Feet
  - We Will Rock You
  - Mustang Sally – "Ride Sally Ride"



## Music, Social Interaction, and Communicative Intent

- Songs for teaching communicative intent can teach:
  - Increasing staying power – number of reps.
  - Establishing shared enjoyment, eye contact.
  - Increasing ability to initiate with gestures or sounds to continue the game or start again.
- Teaching language in a predictable way.
- Use "Ready, Set, Go" or "1, 2, 3 Go" when possible
- Wiggle, Wiggle, Wiggle - © Rachel Arntson, 2002 –Child lies on the floor as you move his legs. He pushes you over.

Wiggle, wiggle, wiggle. Wiggle, wiggle, wiggle  
Wiggle, wiggle, wiggle. Push. Oh you pushed me over.



## Music, Social Interaction, and Communicative Intent

- **Here Comes the Mousie** © Rachel Arntson, 2002 – Go up child's arm with your finger, tickling him under his chin at the end.  
Here comes the mousie living in the housie.  
Is he there? Is he there? No, he's THERE!
- **Row, Row, Row Your Boat**  
Adapt the lyrics, release hands, fall to the side, and wait for child to initiate.  
Row, row, row your boat. Fishie swim.  
Row, row, row your boat. We fall in.
- **Horsie Go to Town**, Author unknown  
Bounce child on your lap. Child falls through your legs.  
Horsie, horsie go to town.  
Horsie, horsie don't fall down!



## Music, Social Interaction, and Communicative Intent

- **Row, Row, Row Your Boat**  
Adapt the lyrics, release hands, fall to the side, and wait for child to initiate.  
Row, row, row your boat. Fishie swim.  
Row, row, row your boat. We fall in.
- **Swinging, swinging, swinging, Whee!** (Child is lying down in a blanket.)
- **Horsie Go to Town**, Author unknown  
Bounce child on your lap. Child falls through your legs.  
Horsie, horsie go to town.  
Horsie, horsie don't fall down!



## Music, Social Interaction, and Greetings

- Who's in the Window? (I'm a Little Teapot) Use a picture frame to give a cue for imitation and to increase eye gaze.

Who's in the window? Who do we see?

Jacob, Jacob lookin' at me.

Hi, Hi, Hi, Hi, Hi.

Hello How Are You? (Mary Had a Little Lamb) © Rachel Arntson, 2003,

Hello Erik, How are you?

How are you? How are you?

Hello Erik, how are you?

Who is sitting next to you?



## Music, Social Interaction, and Greetings

- Hi (Talk It Rock It CD Set 1)

Use picture sheets. Add names of children as opposed to common object names.

Songs like "Hi" can give the repetition needed to learn a skill. Rote learning like "Hi" can be expanded to "real" social greetings.

Hi, Hi, Hi (your turn) Hi, Hi, Hi (children repeat all two word phrases)

Hi puppy. Hi shoe. Hi kitty. Hi to you.

Hi baby. Hi bee. Hi apple. Hi tree.

Hi monkey. Hi bear. Hi plane. Hi chair.

Hi table. Hi sun. Hi car. All done.

- Bye (Talk It Rock It CD Set 1)

Bye bye bye bye bye bye bye bye (repeat)

Goodbye friends I had fun. Singing songs and talking a ton.

But now it's time to say bye bye bye bye bye

Bye baby (bye baby) bye ball (bye ball)

Bye bubble (bye bubble) bye doll (bye doll)



## Music, Social Interaction, and Greetings

- Hello Song (Plain Talkin')
  - Hello, hello. When you see someone you know,
  - Don't forget to say hello. Always say hello.
  - Hello Mommy. Hello Daddy.
  - Hello Brother. Always say hello.
  
- Bye, It's Time to Go (Plain Talkin')
  - Oh no, It's time to go.
  - When we met, we said hello.
  - Now we're done. Oh don't you know?
  - (We'll meet again. Oh don't you know?)
  - Bye-bye. It's time to go.
  - Everybody say bye. (bye)



## Learning our Names

- Jump on the Choo Choo (Talk It Rock It CD Set 3)
  - Emphasizes children's names
  - Jump, jump, jump on the choo choo.
  - Jump, jump, jump on the choo choo.
  - Jump, jump, jump on the choo choo.
  - Choo, choo, choo, choo, choo, choo train
  - Hello \_\_\_\_\_ Jump on the choo choo.
  - Hello \_\_\_\_\_ You come, too.
  - Hello \_\_\_\_\_ Jump on the choo choo.
  - You and you and you.



## Music and Social Interaction

“Country music is three chords and the truth.”  
Harlan Howard

Use songs for transitions and tough situations. (Harmonica?)

- All Done (Talk It Rock It CD Set 3)

All done, all done, all done playing. All done, all done toys. (cha cha cha)

All done, all done, all done working. All done, all done. (cha cha cha)

- Fire Drill © Rachel Arntson 2006 (Ring Around the Rosie) Practice for a fire drill before the drill takes place. Teach deep breathing as a strategy for coping with loud noises.

Fire drill, fire drill

Really loud fire drill

Take a breath, oooo ahhh

Time to get in line. (Time to go outside.)



## Music and Social Interaction

- Potty Song (Plain Talkin')

I need to go. I need to go.

To the potty, to the potty. (repeat)

I drank a lot of water, and it needs to go somewhere.

I need to ask for help, so I won't wet my underwear.

It's time to ask my teacher, raise my hand, and look this way.

Do you know the words to say?

- Thank You Very Much (Plain Talkin')

Thank you \_\_\_\_\_. Thank you very much.

Thank you \_\_\_\_\_. Thank you very much.

You're so nice (repeat). You help me (repeat).

That's why I want to say, "thank you very much!" (repeat)





## Music and Social Interaction

### ➤ Dentist Day © Rachel Arntson, 2005 (Rockin' Robin or Shortnin' Bread)

I'm going to the dentist with a great big chair.  
It goes up and down, but I won't be scared.  
I'll open my mouth so the dentist can see,  
Lots and lots of teeth in me.  
Ch, ch, time to polish my teeth. Ch, ch, this polish tastes so sweet.  
Ch, ch, It's a dentist day. Ch, ch, I'll be OK.

### ➤ Haircut Day © Rachel Arntson, 2005 (Rockin' Robin or Shortnin' Bread)

I'm gonna get a haircut in a great big chair.  
It goes up and down, but I won't be scared.  
I'll sit real still so the lady can cut,  
With scissors or clippers.. Cut, cut, cut.  
Cut, cut. I'll see my hair on the floor. Cut, cut Now she'll cut some more.  
Cut, cut, I will be OK. Cut, cut, It's a haircut day.

66



## Music and Social Interaction - Detecting Affect

- Moonlight Sonata - Beethoven 😞
  - Combine songs with pictures of faces
  - Sad song
  
- Waltz No. 1 - Chopin 😊
  - Happy and alerting song
  
- In the Hall of the Mountain King, Suite No.1, op.46 - Grieg 😱
  - Scary song



THANK YOU!

*“Every moment is a note,  
every situation a song,  
and every person is a player.”*

*Rachel Arntson*

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