

33 Years of Music Therapy at Eastern Michigan University
Nordoff-Robbins Model, Guitar Improvisation, and DIR®/Floortime™
Dr. John Carpente, MT-BC, LCAT, NRMT
Saturday, February 6, 2010 *8:30 a.m. to 6:00 p.m.*
Orchestra Room **Alexander Music Building Eastern Michigan University**



John Carpente

On February 6, 2010 Dr. John A. Carpente, MT-BC, LCAT, NRMT, Assistant Professor in Music Therapy at Molloy College, Founder and Executive Director of The Rebecca Center for Music Therapy presents a workshop on clinical guitar improvisation based on the Nordoff-Robbins model, and his work using DIR®/Floortime™. After completing a BA degree in music therapy from Molloy College, Dr. Carpente received his MA degree from New York University. During that time, he completed the advanced clinical training certification in Nordoff-Robbins Music Therapy, becoming only the second guitarist to have completed the certification training. He later went on to receive a PhD in Music Therapy from Temple University. His advocacy and consultation have resulted in the development of numerous first-time music therapy programs throughout the New York Metropolitan area and on Long Island. He has nearly 15 years of clinical and supervisory experience, and is currently completing the DIR®/Floortime™ Practitioner Certification.

This presentation will be held from 9:00 a.m. to 6:00 p.m. in the Orchestra Room in the Alexander Music Building (first floor, south wing) at Eastern Michigan University. (Registration begins at 8:30 a.m.) **This presentation is open to all EMU students and professional music therapists who would like to attend on a first come first served basis.**

Workshop Description: This workshop will focus on developing the participant’s knowledge, skills and abilities in regards to using guitar within a Nordoff-Robbins context, and learning about its application to the DIR®/Floortime™ model. Through lectures and experiential learning. Audio/video presentations will illustrate clinical techniques. The workshop will be cancelled only if the presenter is unavoidably not available.

Learning Objectives: This workshop will increase the participant’s (1) confidence to improvise on guitar, (2) ability to improvise on guitar, and (3) knowledge about the integration of clinical guitar improvisational skills within the DIR®/Floortime™ model.

This is *not* a pre-approved CMTE educational program. According to the CBMT *Recertification Manual*, documentation needed to attain CMTEs is (1) The activity title, (2) The name of the activity sponsor, (3) The name of the instructor, (4) A written summary of the learning experience and its application to music therapy practice and the Scope of Practice (approximately 250 words) (5) A copy of the brochure or syllabus for the activity (6) A copy of the Certificate or proof of attendance, and (7) The number of contact hours in the activity or program. Be sure to retain the workshop packet and your notes. The EMU Music Therapy Program will provide items (5) and (6).

Workshop Content (This workshop is partially funded by the EMU Performing Arts Fund)

Please Bring Your Guitar

- 8:30 Workshop registration
- 9:00 All-day Workshop begins
 - Developing Musical Resources: The improviser’s use of the musical elements
 - The improviser’s tools: musical elements
 - Guitar improvisation: tips, tricks, & techniques
 - Styles, idioms & progressions
 - Forming practice groups and making music
 - Participants demonstrate: “Let’s jam”
 - Clinical Rationale: Why Clinical Improvisation?
 - DIR®/Floortime™ & Nordoff-Robbins- what it is, and what it isn’t
 - Clinical musicianship
 - Marketing Yourself
 - Marketing aspects of being a music therapist working improvisationally within the DIR® model
- 12:00 Lunch
- 5:45 Closing remarks and Q&A

Registration Form for Dr. John Carpente's Workshop

Nordoff-Robbins Model, Guitar Improvisation, and DIR®/Floortime™

Please Bring Your Guitar

Please print clearly.

Name: _____

Address: _____

e-mail: _____

Phone: _____

For out-of-town student registrants: Would you like us to try to arrange free overnight accommodations?

(circle one) Yes No If yes, Prof. McGuire needs to be notified by **January 22**.

Please make checks payable to: **Music Therapy Fund. No refunds will be given.** Please send your registration fee **so that it is postmarked by January 22** to

Michael G. McGuire, M.M., MT-BC
Dr. John Carpente's Workshop
Department of Music & Dance
N101 Alexander Building
Ypsilanti, MI 48197

	Postmarked by January 22	Postmarked After January 22
EMU Students and Prospective Students <i>EMU Students may hand deliver their registration forms to Professor McGuire. To avoid paying the fee, the forms must be received by January 22.</i>	<i>Free</i>	10.00
Students from other Music Therapy Programs	10.00	15.00
EMU Music Therapy Professional Alumni	75.00	100.00
Music Therapy Professionals	100.00	125.00
Non-music therapy professionals	125.00	150.00
Box lunch (includes sandwich, chips, and bottled water)	10.00	12.00
___ Vegetarian		
___ Non-vegetarian		
Total enclosed	_____	_____

For further information, please contact Professor Michael G. McGuire at mmcguire@emich.edu

What is DIR®/Floortime™?

From <http://www.icdl.com/dirFloortime/overview/index.shtml> All URLs included below are active at this site.

The **D** evelopmental, **I** ndividual Difference, **R** elationship-based (**DIR®/Floortime™**) Model is a framework that helps clinicians, parents and educators conduct a comprehensive assessment and develop an intervention program tailored to the unique challenges and strengths of children with Autism Spectrum Disorders (ASD) and other developmental challenges. The objectives of the **DIR®/Floortime™** Model are to build healthy foundations for social, emotional, and intellectual capacities rather than focusing on skills and isolated behaviors.

The **D** (**Developmental**) part of the Model describes the building blocks of this foundation.

Understanding where the child is developmentally is critical to planning a treatment program.

The **Six Developmental Milestones** <

<http://www.icdl.com/dirFloortime/overview/SixDevelopmentalMilestones.shtml>> describes the developmental milestones that every child must master for healthy emotional and intellectual growth. This includes helping children to develop capacities to attend and remain calm and regulated, engage and relate to others, initiate and respond to all types of communication beginning with emotional and social affect based gestures, engage in shared social problem-solving and intentional behavior involving a continuous flow of interactions in a row, use ideas to communicate needs and think and play creatively, and build bridges between ideas in logical ways which lead to higher level capacities to think in multicausal, grey area and reflective ways. These developmental capacities are essential for spontaneous and empathic relationships as well as the mastery of academic skills.

The **I** (**Individual differences**) part of the Model describes the unique biologically-based ways each child takes in, regulates, responds to, and comprehends sensations such as sound, touch, and the planing and sequencing of actions and ideas. Some children, for example, are very hyper responsive to touch and sound, while others are under-reactive, and still others seek out these sensations. **Biological Challenges**

<<http://www.icdl.com/dirFloortime/IndividualDifferences.shtml>> describes the various processing issues that make up a child's individual differences and that may be interfering with his ability to grow and learn

The **R** (**Relationship-based**) part of the Model describes the learning relationships with caregivers, educators, therapists, peers, and others who tailor their affect based interactions to the child's individual differences and developmental capacities to enable progress in mastering the essential foundations.

What is the difference between DIR® and Floortime™ and how are they related?

<http://www.icdl.com/dirFloortime/overview/documents/CGuidelinesComprehensiveFramework_000.pdf and <http://www.icdl.com/dirFloortime/WhatisFloortime.shtml>>

Central to the **DIR®/Floortime™ Model** is the role of the child's natural emotions and interests which has been shown to be essential for learning interactions that enable the different parts of the mind and brain to work together and to build successively higher levels of social, emotional, and intellectual capacities. **Floortime™** is a specific technique to both follow the child's natural emotional interests (lead) and at the same time challenge the child towards greater and greater mastery of the social, emotional and intellectual capacities. With young children these playful interactions may occur on the "floor", but go on to include conversations and interactions in other places. The **DIR®/Floortime™ Model**, however, is a comprehensive framework which enables clinicians, parents and educators to construct a program tailored to the child's unique challenges and strengths. It often includes, in addition to **Floortime™**, various problem-solving exercises and typically involves a team approach with speech therapy, occupational therapy, educational programs, mental health (developmental-psychological) intervention and, where appropriate, augmentative and biomedical intervention. The **DIR®/Floortime™ Model** emphasizes the critical role of parents and other family members because of the importance of their emotional relationships with the child.

John A. Carpente, PhD, MT-BC, LCAT, NRMT
Assistant Professor in Music Therapy at Molloy College
Founder and Executive Director of The Rebecca Center for Music Therapy

John A. Carpente, PhD, MT-BC, LCAT, NRMT, Assistant Professor in Music Therapy at Molloy College, is the Founder and Executive Director of The Rebecca Center for Music Therapy. He is the Founding Coordinator of the Center for Music and Child Development at Rebecca School in New York City and Elija School, and has served on several boards and committees with special attention to autism and child development. His advocacy and consultation have resulted in the development of numerous first-time music therapy programs throughout the New York Metropolitan area and on Long Island. He has nearly 15 years of clinical and supervisory experience, and is currently completing the DIR®/Floortime™ Practitioner Certification.

After completing a BA degree in music therapy from Molloy College, he received his MA degree from New York University. During that time, Dr. Carpente completed the advanced clinical training certification in Nordoff-Robbins Music Therapy, becoming only the second guitarist to have completed the certification training. He later went on to receive a PhD in music therapy from Temple University where he also received awards for excellence in Music Therapy Research (2009), and Outstanding Contributions to the Discipline and Profession of Music Therapy (2005). Dr. Carpente's doctoral dissertation focused on a quantitative and qualitative analysis examining the effects of Nordoff-Robbins Music Therapy within a DIR®/Floortime™ framework with children on the autistic spectrum.

He has a wide range of clinical and supervisory experience, including working with At-risk youth, adults afflicted with HIV/AIDS and substance abuse, the elderly, and persons with traumatic brain injuries. In recent years, however, Dr. Carpente's focus has been devoted to the treatment and research of children with developmental disabilities, specifically autism spectrum disorders.

He has made numerous presentation, in-services, and continuing education courses both domestically and internationally. Topics of recent presentations include Clinical Improvisation on Guitar and Piano, The DIR Model in Music Therapy, The Implementation of Parents as Partners in the Therapy Process, New Developments in Nordoff-Robbins Music Therapy, and Musical Goals are Clinical Goals.

Please Remember to Bring Your Guitar to the Workshop