



The Rebecca Center

For Music Therapy at Molloy College

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Newsletter

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Dr. John Carpeno, Director of the Rebecca Center and associate professor of the music department at Molloy College has the pleasure of traveling across the globe to share his knowledge and expertise on an assessment tool that he pioneered entitled, Individual Music-Centered Assessment Profile for Neurodevelopmental Disorders (IMCAP-ND). He has been invited to offer his trainings both domestically and internationally at various universities. Trainings have been offered across the United States, Argentina, Brazil, and Portugal.

Most recently, the Australian Music Therapy Association invited Dr. Carpeno to conduct his IMCAP-ND assessment training at the University of Melbourne in Australia. The three-day intensive training brought together people from Australia, Hong Kong, New Zealand, and Singapore. In addition, the University of Melbourne invited him to provide a public lecture. He discussed musical-play as a vehicle to support so-



cial-emotional development during his lecture entitled, Musical-Play to Support Children on the Autism Spectrum to Express their Identity. Through these trainings and lectures, Dr. Carpeno continues to share his expertise on the interpersonal and inter-musical process that happen between client and therapist that provide opportunities for growth and relatedness.



*Kindness
Rocks, an
interactive
experiential
by BYP*

Unity through Diversity: Celebrating All Abilities in the Arts

Unity through Diversity: Celebrating all Abilities in the Arts, was a night to remember as people of all walks of life joined together at the Madison Theatre for a night of music, art, and self-advocacy storytelling. The Rebecca Center for Music Therapy at Molloy College (TRC) spearheaded the event in an effort to create an inclusive environment for people of all abilities.

The event was inspired by a speech given by Dr. Drew Bogner, President of Molloy College at Community Day 2017. Dr. Bogner expressed that communities need to come together in solidarity, that there is a need for community, for justice and compassion, for selfless-action, for love and care, and for empathy. He acknowledged a need to connect with others, to forge meaningful relationships, and to find common ground with people who are different. This is precisely what happens at TRC, where the team caters to each person's individual differences and unique sense of self, and provide opportunities for growth within a relationship-based manner. Thus, this event brought people together to celebrate differences and acknowledge the beauty in being neurodiverse, while honoring Molloy College's pillars of community and service.

The night of March 28th, 2018, the public square lobby was buzzing. Guests enjoyed live music from members of the Molloy College jazz ensemble, hor d'Oeuvres from Molloy dining services, and art by Molloy College students and the BackYard Play-



TRC Clients, Molloy Students, BYP performing "Move Your Feet" by Junior Senior

TRC Client, Chris Troiano, singing "Don't Stop Believin'" by Journey with TRC Staff that have worked with him



ers & Friends (BYP). Following the cocktail hour, guests entered the Madison Theatre where they enjoyed performances from TRC clients, Molloy College students, and the BYP. The performances featured collaborative pieces, encompassing the theme of inclusion and human diversity. Performers worked hard to learn and share music that was both exciting and aesthetically pleasing, for almost 300 audience members.

This event came together through collaboration with TRC, Molloy College students and departmental staff, and the BYP. Specifically, collaborators included the Center for Autism and Child Development, the Madison Theatre, Molloy College (MC) art department, MC communications department, MC dining services, MC music therapy international students, MC music therapy club, MC performing arts club, MC public relations, MC student affairs, and Nancy Ghaida from La Doña Nanouce. Additionally, Ellen White, Cristine Daly, Ryan Delaney, Joan Kelly, Joan Hyland, Sarah Dinkelacker, and volunteers from BYP played an integral part in making the event come to life.

The BYP contributed various pieces of art. Of note, an interactive ribbon hut was included, which provided guests with the opportunity to create art in the moment through adding pieces of ribbon to a standing hut. Molloy College art students contributed wine bottles that were painted with interpretations of fine art. The cocktail hour band also served as the house band to the performances. Members of the band included Shiloh Bennett on the piano and saxophone, Tim David on saxophone, Rayaz Khan on drum set, Philip Thomas on bass guitar, and Sophie Woods on guitar. The band, along with music therapy students, joined the BYP, weekly, to rehearse music, under the direction of music therapist, Diana N. Abourafteh, MS, MT-BC. Group performances included "Join Together" by the Who and "Move your Feet" by Junior Senior. One particular performance was captivating, as TRC enrollee, Chris Troiano, sang "Don't Stop Believin'" by Journey. Music therapists that he has worked with in his 15 years at TRC backed him up instrumentally, with Dr. John Carpeno on drums, Mike Kelliher, MS, MT-BC on guitar, Jill Mullholland, MS, MT-BC on piano, and Michael Muñoz, MT-BC on bass guitar. One of the highlights of

the night was when Josephine DeMarco and Joseph McCorvey took to the stage to share their personal experiences of autism during their RED Talk, Respect, Empathy, Diversity. Josephine DeMarco stated,

"Autistic thinking is the closest thing to magic there is...While autism may be noted as a developmental disability, there are far more abilities that these individuals have to offer."

This was evident throughout the night in which individuals of all abilities expressed themselves creatively and freely. TRC looks forward to bringing people together in a night of music and art by making Unity through Diversity an annual event!



Bass Guitar painted by Molloy College art student

POWERFUL

Music Therapy in Jamaica

I'm powerful.
There's so much strength in you and me.
Powerful. A breath away from victory.
I matter, you matter, we matter all.
You matter, I matter, we matter all.
Powerful.
Powerful.



"Powerful", by Empire Cast featuring Jussie Smollett and Alicia Keys, is just one of the songs that held meaning and rang true for a group of girls in a music therapy group session in Jamaica. On Saturday October 7th 2017, representatives from Molloy College's Clinical Mental Health Counseling Department and the Rebecca Center for Music Therapy partnered with members of the Bridgeport Yale Hospital to travel to Kingston, Jamaica for a 5-day intensive mental health treatment program. The mental health team treated females ages 12-17 with a background of domestic abuse, trauma, trafficking, and substance abuse. The mental health team worked interdisciplinary to best meet the needs of the girls through group and individual treatment. This treatment program came to fruition after Dr. Denise S. Walsh, Associate Dean and Director of the Molloy College Barbara Hagan School of Nursing graduate program, founded the medical mission trip to Jamaica in 1999 where nurse practitioners and doctor of nursing practice students continue to provide care and education.

Staff music therapist, Mike Kelliher, MS, MT-BC, and Molloy College graduate student, Lillie Klein, MT-BC facilitated music therapy

sessions using methods of improvisation, recreative music, active listening, and song composition. In addition, the groups were involved in audio recording, sampling, and remixing songs. Music is an important piece of the Jamaican culture, and so the music therapy team respected this while affording opportunities to explore a variety of musical experiences and repertoire. During recreative experiences, the girls selected songs, sang, and processed the lyrical value in relation to their lives and each other's experiences. These experiences often led to group singing and discussion. At times, individuals shared and discussed their song of choice, independently, while the group emotionally supported her. Themes of self-image and family relations often emerged.

During improvisation, the group explored novel and in-the-moment aspects of music. Spontaneous song writing and parody also emerged as a way for the girls to reflect, relate, and communicate. Audio recording was one of the central components of the sessions.

The girls collaborated, discussed, and recorded excerpts of songs that they found meaningful. The recording acted as a keepsake that the girls had access to and could listen to when needed.

In addition to treating the girls in the group home, there were several opportunities for staff development. Being that the program is a 5-day intensive, the mental health team found it imperative to leave the girls with longevity in their healing process. The staff at the group home were offered a variety of counseling services as well as training in how to interact with the girls. Furthermore, there was a presenting need of bereavement, due to the loss of several staff members in a short period of time. A bereavement session was conducted to assist the staff in their grieving process. The Rebecca Center music therapy team looks forward to continuing their efforts in Jamaica in years to come.

Campus Connections: What's New?



TRC's Campus Connections program, established in 2012, continues to flourish. The program offers opportunities for special education high school students from their school district to be included in novel experiences at Molloy College in preparation for job readiness and life skills development. TRC works collaboratively with several departments in an interdisciplinary effort to provide opportunities to engage and interact with people more flexibly and spontaneously. The program encourages students to connect with one another, collaborate with peers to problem solve during challenging moments, and learn through relationship-based work. Students are able to interact with one another across communities.

This past year, TRC collaborated with a variety of departments across campus: Athletics, Center for Environmental Research and Coastal Oceans Monitoring (CERCOM), Communications, Drama Therapy, Education, New Media, and Student Affairs. The addition of the CERCOM department was one to remember as scientific technical research assistant, Kyle Maurelli, educated the students on horseshoe crabs, conservation, and on what people can do to help make the environment thrive. Students were also provided with opportunities to meet the horseshoe crabs!



Spreading the TRC Mission



Dr. John Carpente continues to spread the TRC mission through sharing his expertise in the areas of music therapy and DIRFloortime®. Affect Autism invited Dr. Carpente to discuss the marriage between DIRFloortime® and music therapy for children with ASD through a video podcast that can be viewed at <http://affectautism.com/2018/04/16/floortime-through-music/>. Dr. Carpente was also interviewed by Long Island's K98.3 Radio Channel and broadcasted on April 29th, 2018 on the trends and services for people with ASD on Long Island, including music therapy at the Rebecca Center for Music Therapy at Molloy College, DIRFloortime®, and the Center for Autism & Child Development at Molloy College.

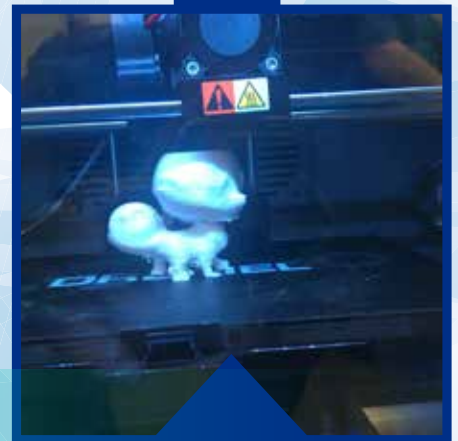
In line with efforts to spread the TRC mission, Dr. Carpente developed the first DIRFloortime®-based music therapy course approved by the Interdisciplinary Council on Development and Learning (ICDL) and pre-approved by the Certification Board for Music Therapists. Completion of the course satisfies the DIR101 course required for DIRFloortime® certification. The course was first offered at the University of Dayton in February 2018 through Music Therapy Services, LLC and the University of Dayton.

Visions Turned into Reality:

The Power of 3-D Printing in the Academic Setting

By Audra Cerruto, Ph.D. and Rickey Moroney, M.S.

The Center for Autism and Child Development (CACD) offers individualized educational tutoring for students of all abilities. The mission of CACD is to identify a student's passions, interests, and hobbies and integrate them into teaching academic topics and skills. This process is illustrated in a semester long project with Tara, a fifth grader at a local elementary school. Despite her academic struggles, Tara is an extraordinary artist. She enjoys drawing characters from her Littlest Pet Shop collection and anime. To bolster her reading and writing skills, Tara and her tutors utilized her love of drawing and painting into a creative writing project. During the first phase of the project, the design process, Tara drew a unique Littlest Pet Shop pet with markers on paper. With the assistance of Professor Moroney and intern from St. Mary's High School, Anthony Mauceri, the picture was scanned on the revolving stage of the HP Sprout computer that was attached to a Dremel 3D printer in the Education Computer Lab. This scan automatically generated a file for the 3D printer. After some adjustments with the model, a 3-D replica of Tara's drawing was produced. Tara skillfully painted the model to match her vision of her Littlest Pet Shop pet, which she named Kaylan. Next semester, Kaylan will be the main character in Tara's short story. The story will include the major story elements she is learning in ELA. Attention will be given to developing the character using the 3-D image she created.



"The Rebecca Center encompasses the true meaning of education by putting the student first. Working here has given me an exceptional opportunity to experience what an authentic education is for all types of learners and all types of students!"

- LAURA DREW, ELEMENTARY EDUCATION/
SPECIAL EDUCATION MAJOR

Student Development

The Rebecca Center for Music Therapy Interns, Kaitlyn and Nadia, led an informative and thought-provoking workshop on the voice and vocal health for the Rebecca Center staff and Molloy College music therapy practicum students. We've got a great team of students, starting the year off right with our second student development workshop!



Pictured from left to right: TRC practicum students, Amanda and Rebecca; TRC Interns, Kaitlyn and Nadia; TRC Staff, Mike and Jill

TRC and CACD Students

TRC and the Center for Autism & Child Development (CACD) serves as a clinical training site for Molloy College music therapy students and Molloy College education students. Students receive hands-on experiences in facilitating or co-facilitation sessions, and promoting moment-to-moment shared experiences based on each individual's unique needs. Opportunities to connect, network, collaborate, and share ideas are offered and supervision is always provided in tandem with clinical work.

Congratulations to the 2017-2018 TRC students: Jan Casco, Nick Farr, Nadia Flutie, Lucas McCarren, Yutong Pan, Nic Sanabria, and Kaitlyn Upshaw. Good luck in your future endeavors!

Welcome to the 2018-2019 students! Joining us again to continue their trainings are interns, Nadia Flutie and Kaitlyn Upshaw; Nordoff-Robbins trainee, Nic Sanabria; and fieldwork student, Amanda Malone. New students joining the team are fieldwork students, Rebecca Auty, Maria Menniti, and Jaycie Perretta. May your musical journey continue to flourish! Welcome to the 2018-2019 CACD education team, educational specialist, Rickey Moroney, MS; field supervisor, Kirsten Watts; and tutors; Arianna Anzano, Billy Bushell, Megan Casey, Travis Cooksey, Laura Drew, Ricki Harwin, Melanie Picchioni, Kelly Podell, Kirsten Watts, and Jessa Yifach.



CACD Education team

Research Award

Music therapist, Mike Kelliher, MS, MT-BC, was awarded the collaborative research award through the Mid-Atlantic Region American Music Therapy Association. The research study, entitled, The Effectiveness of Improvisational Music Therapy Techniques on Levels of Engagement with Children with Autism: A Microanalysis Study, is collaborative through a partnership with Dr. Devin Casenhiser, associate professor at the University of Tennessee, Health Science Center. Involved in the research is Dr. John Carpenite and TRC graduate assistant, Anne Crean, MT-BC. Analysis is in progress and results are under way!

Research

Current Research

The Rebecca Center for Music Therapy Research:

- The Effects of Relationship-Based Improvisational Music Therapy on Social Emotional Development and Learning with Children with Neurodevelopmental Disorders – Jill Mulholland

Collaborative Research:

- The Effectiveness of Improvisational Music Therapy Techniques on Levels of Engagement with Children with Autism: A Microanalysis Study – Mike Kelliher, Dr. John Carpenite, Anne Crean, and Dr. Devin Casenhiser at the University of Tennessee
- A Study of Behavioral Individuality in Children's Development and Associated Parental Needs – Dr. Veronica Feeg, Associate Dean and Director Ph.D. Program in Nursing, Dr. John Carpenite, Mike Kelliher at Molloy College

Potential Research:

- Effect of Music Therapy on children with Autism as measured by Electroencephalography and Cortisol – Dr. Hia Datta, Dir. Of Undergraduate Studies, Speech and Language Pathology, Dr. Mary Kusenda, Assistant Professor, Biology, Dr. John Carpenite, Mike Kelliher at Molloy College

The Rebecca Center

For Music Therapy at Molloy College

Our Mission

Our mission at The Rebecca Center is to use interactive music therapy interventions to facilitate relatedness, communication, and thinking while removing physical and cognitive barriers that prevent children with developmental challenges from engaging in essential social interactions and life processes.

Core Values

Music and the relational experiences intrinsic to musical-play are therapy when applied clinically. Interactive musical experiences can help a child with developmental challenges in many ways; fulfill the need to interact, socialize, communicate, achieve, learn and improve physicality. Musical-play can provide the unique experience of integrating multiple sensory stimuli simultaneously, facilitating self-regulation and sensory modulation. Musical-play can also generate effective interactions that foster reciprocity and creative thinking.

Changing Lives

Programs at The Rebecca Center for Music Therapy at Molloy College are aimed at discovering the unique potential in every child through interactive musical-play, in order to facilitate engagement, relatedness, communication, and thinking. In creating a non-judgmental, musically and emotionally supportive therapeutic atmosphere, the child can discover emotional and behavioral self-regulation through engaging in interactive musical-play.

Staff

John Carpente, Ph.D., MT-BC, LCAT
Founder and Executive Director/Associate
Professor of Music and Music Therapy

Suzanne Sorel, DA, MT-BC, LCAT
Associate Dean and Director of Graduate Music
Therapy

Jill Mulholland, MS, MT-BC, LCAT
Program Coordinator, Music Therapist

Mike Kelliher, MS, MT-BC
Music Therapist

Diana N. Abourafteh, MS, MT-BC
Music Therapist and Newsletter Editor

Mike Muñoz, MT-BC
Music Therapist

Rickey Moroney, MS
Educational Specialist, Center for Autism and
Child Development

Stephanie Cestaro
Office Manager

Recent and Upcoming Presentations

Abourafteh, D. (2018). Unity through Diversity: Celebrating all abilities in the arts. Paper Presentation. Molloy College Professional Day, Rockville Centre, NY.

Carpente, J. A. (2018). Musical Play to Support Children on the Autism Spectrum to Express their Identity. Public Lecture. University of Melbourne, Melbourne, Australia.

Carpente, J. A. Gattino, G., Jacobsen, S., Magee, W., Storm, S., Thomas, D, Waldon, E., & Wosch, T. (2018). International Music Therapy Assessment Consortium: Aims, awareness, and assets. Panel Presentation. American Music Therapy Association National Conference, Dallas, TX.

Carpente, J. A. & Farr, N. (2018). Converting numbers into words: The development of IMCAP-ND's automated assessment report generator. Paper Presentation. American Music Therapy Association National Conference, Dallas, TX.

Publications

Carpente, J. A. (2018). *Clinical improvisation and the Nordoff-Robbins approach to music therapy*. In A. Heiderscheit & N.A. Jackson (Eds.), *Introduction to music therapy practice* (pp. 207-220). Dallas, TX: Barcelona Publishers.

Carpente, J. A. (2018). Goal Attainment Scaling: A method for evaluating progress toward developmentally based music-centered treatment goals for children with autism spectrum disorder. *Music Therapy Perspectives, mix021*, <https://doi.org/10.1093/mtp/mix021>.

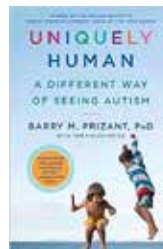
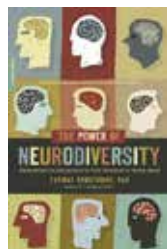
Carpente, J. A. & Gustavo, G. S. (2018). Inter-rater reliability on the Individual Music-Centered Assessment Profile for Neurodevelopmental Disorders (IMCAP-ND) for autism spectrum disorder. *Nordic Journal of Music Therapy, 27*(4). 297-311.

Casenhiser, D., Carpente, J. A., Cerruto, A., Kelliher, M., Mulholland, J., Sluder, H. L., & Crean, A. Imitation or Mimicry in Improvisational Music Therapy Supports Interaction with Children Autism Spectrum Disorder. Manuscript submitted for publication.

Book Club

Suggested reads for parents and children. Some of these texts are available to borrow at the front desk. Just ask!

FOR PARENTS:



FOR KIDS:

