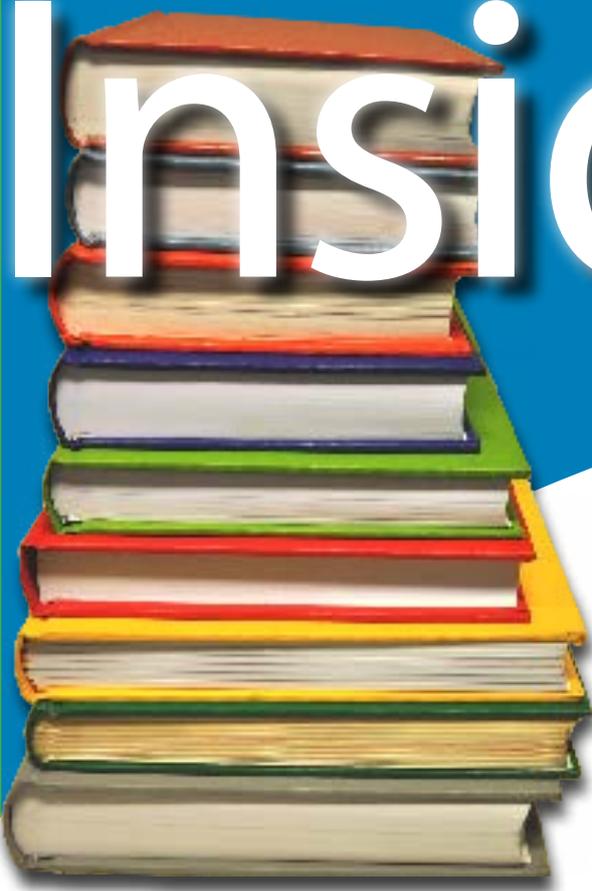


InsideInfo



Issue 1, 2015



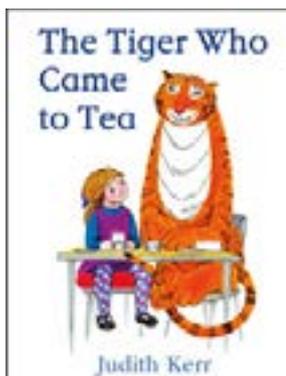
Music-making is a life-enhancing activity. In this newsletter we explore resources that help children with sensory impairments participate in music, dance and creative expression.

We have a symphony of new books to tell you about, a concert of web resources, and a duet as we interview Annette Clarke about the development of her new app.

Rosa Wright discusses music therapy, and Sue Silveira leads off with a solo about a favourite childhood read ... come join in the band! La la la la!

Best wishes,

Julie, Marijana and Jason



We asked Sue Silveira Senior researcher at RIDBC Renwick Centre Whats your favourite childrens book?

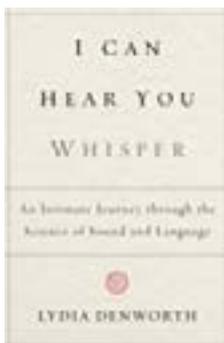
My copy of "The Tiger who came to Tea" was, I think, received as a Christmas gift in 1969. I was immediately captivated by the beautiful, simple drawings and the fact that Sophie and her Mum didn't hesitate to allow a tiger into their house, who ate everything in sight and drank all of the water in the tap, so Sophie couldn't even have a bath.



I loved the way that Sophie's Mum and Dad were so calm about having to eat out that night, and how they prepared themselves for another visit from the Tiger by restocking their supplies the next day. Unfortunately the Tiger never did return, I remember always hoping that he might. I can still hear my parents reading the last page "But he never did".

A lovely book that also became a favourite of my children.

New Books for Parents

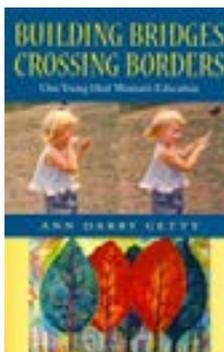


I can hear you whisper : an intimate journey through the science of sound and language

by Lydia Denworth

RENWICK 617.89 DENW

<https://library.newcastle.edu.au/record=b3501547~S16>

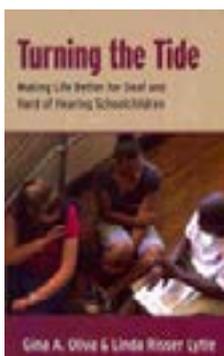


Building bridges, crossing borders : one young deaf woman's education

by Ann Darby Getty

RENWICK 371.912092 GETT

<https://library.newcastle.edu.au/record=b3509774~S16>

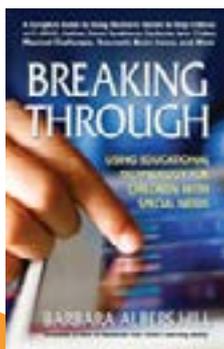


Turning the tide : making life better for deaf and hard of hearing school-children

by Gina A. Oliva and Linda Risser Lytle

RENWICK 371.912 OLIV

<https://library.newcastle.edu.au/record=b3501533~S16>

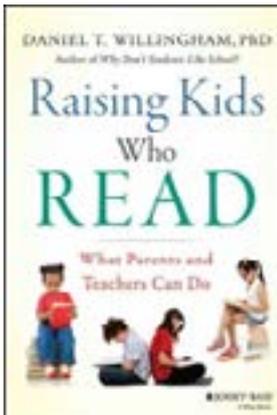


Breaking through : using educational technology for children with special needs

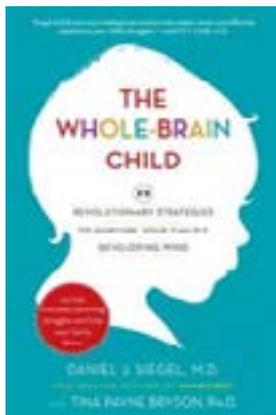
by Barbara Albers Hill

RENWICK 371.9 HILL

<https://library.newcastle.edu.au/record=b3504053~S16>

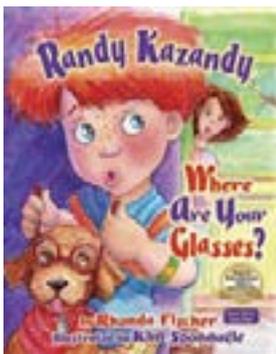


Raising kids who read : what parents and teachers can do
by Daniel T. Willingham
RENWICK 372.4 WILL

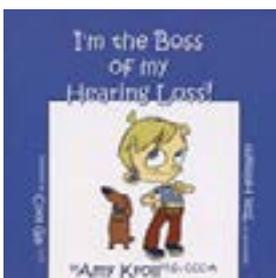


The whole-brain child : 12 revolutionary strategies to nurture your child's developing mind, survive everyday parenting struggles, and help your family thrive
by Daniel J. Siegel, Tina Payne Bryson.
RENWICK 649.1 SIEG
<https://library.newcastle.edu.au/record=b3632479~S16>

New Books for Kids



Randy Kazandy, where are your glasses?
by Rhonda Fischer ; illustrated by Kim Sponaugle.
RENWICK 813.6 FISC
<https://library.newcastle.edu.au/record=b3632443~S16>



I'm the boss of my hearing loss!
by Amy Kroll, illustrated by Tom Heimann
RENWICK 813.54 KROL
<https://library.newcastle.edu.au/record=b3485946~S16>

Two helpful books on a sensitive topic



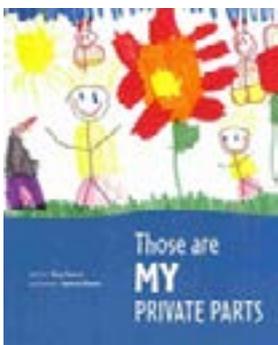
The swimsuit lesson

by Jon Holsten ; illustrations by Scott Freeman

When her mother sees her children having fun in their swimsuits, she is reminded to tell them that their bodies are their own and how to keep themselves safe.

RENWICK 813 HOLS

<https://library.newcastle.edu.au/record=b3638990~S16>



Those are MY private parts

written by Diane Hansen ; illustrations by Charlotte Hansen

Uses rhyming text and illustrations by a four-year-old to present messages about sexual abuse prevention to children.

RENWICK 813 HANS

<https://library.newcastle.edu.au/record=b3640177~S16>

A non-traditional method of learning the keyboard for pleasure

These audio discs offer an opportunity to learn the keyboard, without the need to read sheet music. The idea was originally created for blind and vision impaired people and the concept has now been redesigned in these original audio discs which can be enjoyed by 'anyone' who wants to play the keyboard, without the need to read music.

Simply listen and play! [sound recording]

A tutorial of music lessons without reading sheet music.

RENWICK MUSIC CD 780.148 SHIL (Audio CD 1)

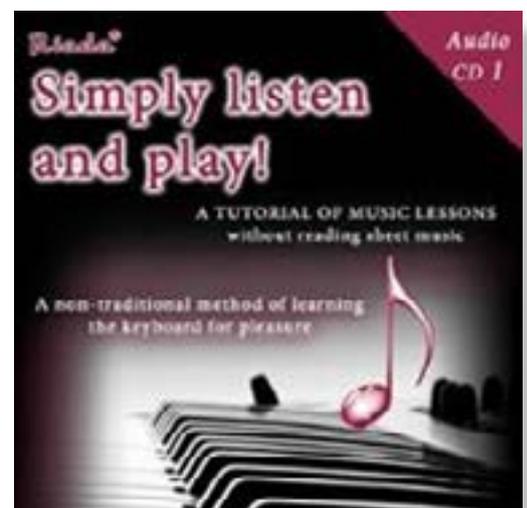
<https://library.newcastle.edu.au/record=b3102172~S16>

RENWICK MUSIC CD 780.148 SHIL-1 (Audio CD 2)

<https://library.newcastle.edu.au/record=b3102172~S16>

RENWICK MUSIC CD 780.148 SHIL-2 (Audio CD 3)

<https://library.newcastle.edu.au/record=b3102175~S16>



Books on Music in the Renwick Library Collection



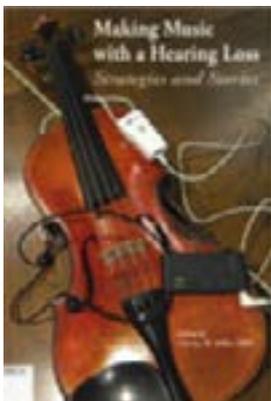
Music for children with hearing loss : a resource for parents and teachers

by Lyn E. Schraer-Joiner

Oxford University Press, 2014

RENWICK 372.870872 SCHR

<https://library.newcastle.edu.au/record=b3576429~S16>



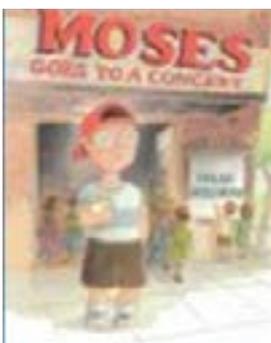
Making music with a hearing loss : strategies and stories

edited by Cherisse W. Miller

AAMHL Publications, 2011.

RENWICK 781.42 MILL

<https://library.newcastle.edu.au/record=b3603360~S16>



MOSES goes to a concert

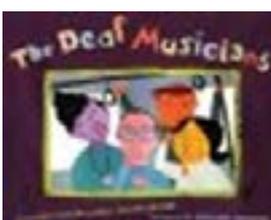
By Isaac Millman.

Square Fish, 2012.

RENWICK 813.54 MILL

When Moses and his class of hearing-impaired students go on a field trip to a concert, they meet the orchestra's deaf percussionist, in a story that includes signed phrases and the manual alphabet (American Sign Language)

<https://library.newcastle.edu.au/record=b3507292~S16>



The deaf musicians

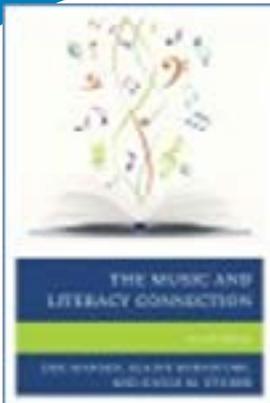
story by Pete Seeger and Paul DuBois Jacobs ; illustrations by R. Gregory Christie

G. P. Putnam's Sons, 2006.

Lee, a jazz pianist, has to leave his band when he begins losing his hearing, but he meets a deaf saxophone player in a sign language class and together they form a snazzy new band that takes the world by storm!

RENWICK 813.54 SEEG

<https://library.newcastle.edu.au/record=b3507264~S16>



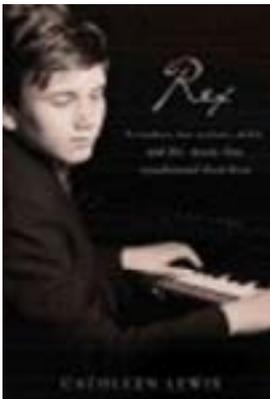
The music and literacy connection

2nd edition

by Dee Hansen, Elaine Bernstorf and Gayle M. Stuber
Lanham Rowman & Littlefield Publishers, 2014.

RENWICK 780.0418 HANS

<https://library.newcastle.edu.au/record=b3640213~S16>



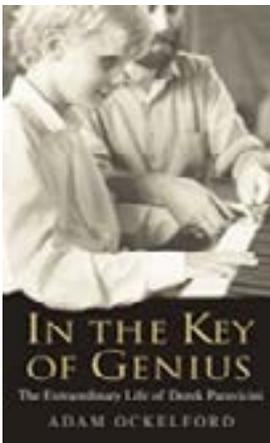
Rex : a mother, her autistic child, and the music that transformed their lives

by Cathleen Lewis

Thomas Nelson, 2008.

RENWICK 616.85 LEWI

<https://library.newcastle.edu.au/record=b3476102~S16>



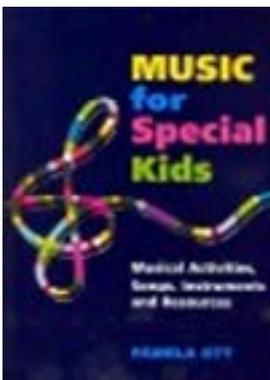
In the key of genius: the extraordinary life of Derek Paravicini

by Adam Ockelford.

Hutchinson, 2007.

RENWICK 786.2092 OCKE

<https://library.newcastle.edu.au/record=b2370328~S16>



Music for special kids :

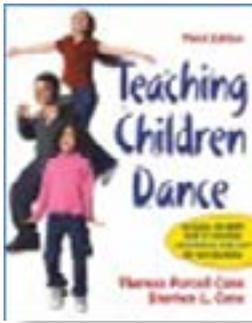
musical activities, songs, instruments and resources

by Pamela Ott

Jessica Kingsley, 2011.

RENWICK 780.833 OTT

<https://library.newcastle.edu.au/record=b2997210~S16>



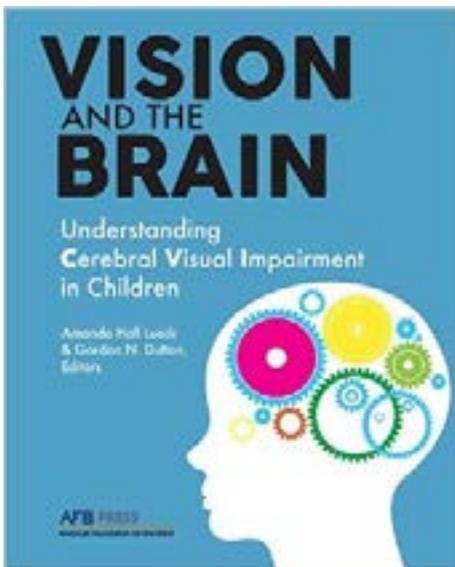
Teaching children dance

by Theresa Purcell Cone and Stephen L. Cone
Human Kinetics, 2012.

RENWICK Q372.868 CONE

<https://library.newcastle.edu.au/record=b3158679~S16>

Just arrived!



Vision and the Brain: Understanding Cerebral Visual Impairment in Children

Amanda Hall Lueck and Gordon N. Dutton (Editors)

RENWICK 618.920977 LUEC

http://encore.newcastle.edu.au/iii/encore/record/C__Rb3638100?lang=eng

Cerebral visual impairment, also known as cortical visual impairment, has become the most common cause of visual impairment in children in the United States and the developed world. In *Vision and the Brain*, editors Amanda Hall Lueck and Gordon N. Dutton bring together the collected insights, comprehensive descriptions, and practice suggestions of a range of specialists to illuminate the complexities of vision loss related to brain injury and neurological causes and provide readers with approaches to assessment and intervention.

Vision and the Brain provides current research and thinking on CVI including:

- Role of the brain in vision
- Effects of brain damage on vision
- Impact of CVI on child development
- Consideration in behavioral diagnosis
- CVI, autism spectrum disorders, and ADHD
- Eye movement disorders in children with CVI
- Refractive errors and impaired focusing

Vision and the Brain helps professionals put knowledge into action with information about:

- Assessment methods for children with CVI
- Intervention strategies for children with CVI
- Linking assessments to the expanded core curriculum (ECC), literacy, and math
- Technology for children with CVI
- Intervention methods for children with CVI and with multiple disabilities
- Early intervention for young children with CVI
- Supports for parents and families

Adapting Signs

By Royal Institute for Deaf and Blind Children

<https://itunes.apple.com/app/adapting-signs/id951955092?mt=8>



\$3.99

iPad / iPhone

Release: Mar 04, 2015

Size: 149 Mb

Description

RIDBC Adapting Signs: An adaptive approach to signing for those who have Vision Impairment and additional needs.

Some children who have vision impairment and additional needs may not develop speech and may require another way to communicate their message, such as simple signing. However, some children with significant vision impairment cannot see signs clearly and may require some signs to be adapted to best meet their individual needs.

Adapting Signs - An App for Families with Children who have Vision Impairment and Additional Needs.

Interview with **Annette Clarke**,
the originator of this new app at RIDBC.



Q: What is the background of this project and why was this particular app created?

A: This is an educational app for families and professionals working with children who have significant vision impairment and additional needs. Some parents may have been told that their child isn't developing speech and would benefit from simple signing as a way for the child to tell them a message. However, if their child also has vision impairment, how do they know if the child can see signs clearly? This app will give these parents information to help them decide.

Q: Who will benefit from using this app?

A: Many parents ask - is there a sign dictionary for children with vision impairment and additional needs? Not at the moment! This group of children have a wide range of needs and abilities so a single approach is unlikely to be successful with every child. If a child would benefit from an individualised approach to using signs, then this app has information that will assist families.

Q: What does the app include?

A: The app features video footage, showing the process step by step, as well as videos of the range of areas that need to be considered. It has a small set of adapted signs and an individualised sign dictionary recording section to parent's can record their child's adapted signs.

Q: What is your own professional background, Annette?

A: I'm a speech pathologist at RIDBC and I've been working in the field of vision impairment and multiple disabilities including Deafblindness for 23 years. I have a Masters in Special Education (Sensory Impairment) through which I was able to research the effect of reduced visual acuity (clarity) on the ability to see signs.

Q: What motivated you to work on this app project?

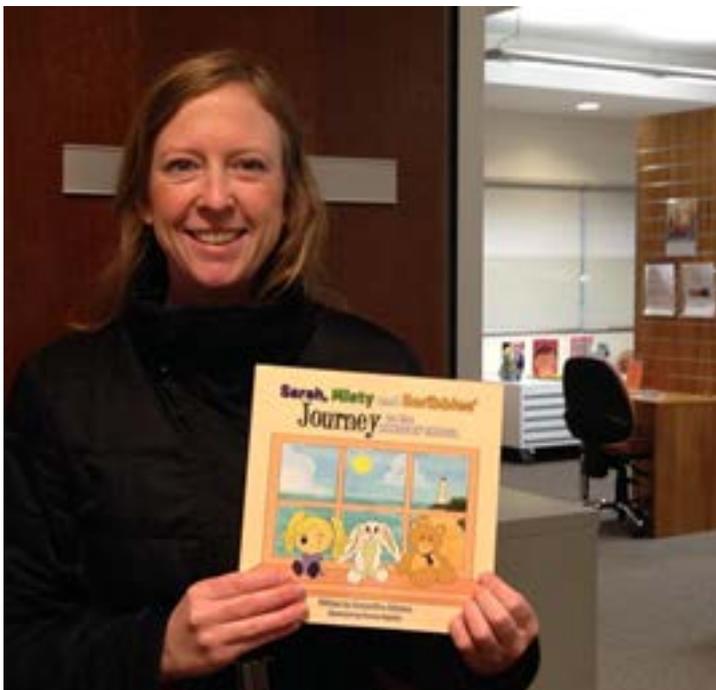
A: This current project on adapting signs has come about from a need I see in the field. I often see children with significant vision impairment and additional needs being exposed to signs but there are some real issues around this - namely can the child see the signs well enough to learn by watching them? We want to use approaches that best meet the needs of the children and there was a real gap in this area.

Q: So this was a case of responding to a specific need?

A: The app is very much focused on adapting signs for children with significant developmental delay or intellectual impairment who may need a few expressive signs to communicate their message. The content of the app has taken many years of investigation and practice to develop and I really hope it helps to meet the needs of families and professionals working with children who have these specific needs.



BOOK REVIEW



Sarah, Misty and Scribbles' journey to the house by the sea

by Jacqueline Johnson
RENWICK A823.4 JOHN
<https://library.newcastle.edu.au/record=b3642100~S16>

Jacqueline Johnson delivers her new book, Sarah, Misty and Scribbles' journey to the house by the sea, to RIDBC Renwick Centre Rydge Family Library.

www.sarahmistyandscribbles.com
\$15.95

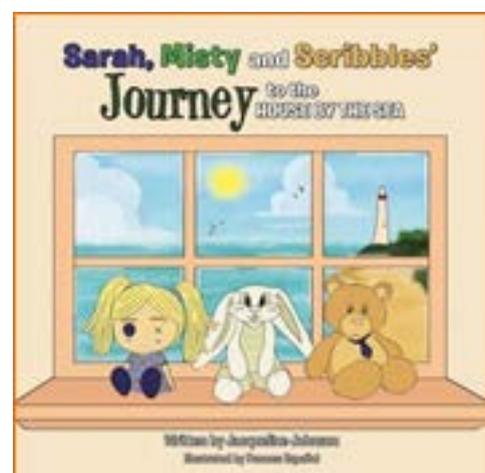
There aren't many picture books published about orientation and mobility.

Imagine our delight when Dr Mike Steer alerted us to the fact that an RIDBC Renwick Centre graduate, Jacqueline Johnson, has authored a story for children on this topic!

In this carefully crafted story, three loved toys sustain eye injuries in a house move. Their owner, Sophie, and her other toys cooperate to help Sarah, Misty and Scribbles become confident moving around in their new environment.

A guide dog, a long cane, glasses and keeping things tidily in place are strategies introduced to help the toys cope with their impairment.

This gentle story seeks to enhance awareness of life with vision impairment and will be an enjoyable and informative reading experience in inclusive preschools and classrooms.



On the web

What are the tingles we feel when listening to music?

BBC iWonder

<http://www.bbc.co.uk/guides/zx6sfg8#zq2pn39>



When a blind pianist, especially one as young as Nobuyuki Tsujii, rises to achieve one of the highest honors in the music world, it's definitely worth celebrating.

<https://lighthouse-sf.org/blog/check-out-this-blind-piano-virtuoso-noboyuki-tsujii-special-ticket-discount/>

Encouraging musical journeys – by Wendy Cheng

People with hearing loss are fully capable of learning and playing music. With the right support, students with hearing loss should be able to learn to play an instrument well and be able to play with others. Based on my experience, I hope to provide some practical tips for parents and music teachers to encourage musical development in the next generation of students with hearing loss

<http://www.listeningandspekenlanguage.org/Document.aspx?id=1186>



A London-based singer-songwriter and six visually-impaired musicians teamed up to perform a song about blindness in a bid to raise awareness for people suffering from impaired vision.

<http://metro.co.uk/2015/04/12/blind-musicians-perform-song-to-raise-awareness-for-impaired-sight-in-uplifting-documentary-5147108/>

Deftly feeling their way along the bumps of the Braille score, the young players of Thailand's first blind orchestra memorise scales, defying both their impairment and ingrained negative attitudes towards disability.

<http://www.thenational.ae/world/southeast-asia/orchestra-of-blind-thai--children-defy-bad-karma-stigma>



I Was A Deaf Musician by Patrick Costello

For years, I played instruments like the banjo, harmonica, and guitar while not being able to hear myself. Now that I can hear, I'm learning just how wonderful the world of sound really is.

<http://www.buzzfeed.com/banjo/i-was-a-deaf-musician>

Percussionist and composer Dame Evelyn Glennie lost nearly all of her hearing by age 12. Rather than isolating her, it has given her a unique connection to her music. Here she illustrates how listening to music involves much more than simply letting sound waves hit your eardrums.

http://www.ted.com/talks/evelyn_glennie_shows_how_to_listen?language=en

The music for DEAF people: Musician composes song at a specific frequency so cochlear implants can pick up the melody

[http://www.dailymail.co.uk/sciencetech/article-2743263/The-music-DEAF-people-](http://www.dailymail.co.uk/sciencetech/article-2743263/The-music-DEAF-people-Musician-composes-song-specific-frequency-cochlear-implants-pick-melody.html#ixzz3ZtSe9Kd1)

[Musician-composes-song-specific-frequency-cochlear-implants-pick-melody.html#ixzz3ZtSe9Kd1](http://www.dailymail.co.uk/sciencetech/article-2743263/The-music-DEAF-people-Musician-composes-song-specific-frequency-cochlear-implants-pick-melody.html#ixzz3ZtSe9Kd1)

A blind jazz musician is wowing audiences in South America, despite being only nine-years-old.

<http://www.bbc.com/news/world-latin-america-29098164>



The Beamz (pronounced beam-ZEE) is a wonderful interactive device using laser beams to make music. It enables people of all ages and skill levels to have fun creating and playing music.

http://www.cviga.org/sightseeing/safe_sight_creating_music_with_beamz/?noticeId=0x0fb86f3678617825&contactId=0x396905b16f08e18a

Deaf raves create multi-sensory environments that bring music alive to all your senses, including a vibrating dance floor that pulses in time to the beats

<http://news.nationalpost.com/2014/12/12/keeping-my-ear-to-the-ground-on-getting-music-lessons-at-a-deaf-rave/>



Forbes is the undisputed king of deaf hip-hop

http://www.washingtonpost.com/entertainment/music/deaf-rapper-sean-forbes-makes-himself-joyfully-heard-on-the-hip-hop-scene/2015/01/25/15943fdc-a0f4-11e4-9f89-561284a573f8_story.html



The good vibrations helping the deaf experience music

<http://www.wired.co.uk/magazine/archive/2015/01/start/good-vibes-for-the-deaf>

Music and the Deaf: teacher training - Sing Up

This informal session worked with teachers and leaders to dispel some myths about Deafness and singing.

<http://www.youtube.com/watch?v=2A9j4t8gY-4>

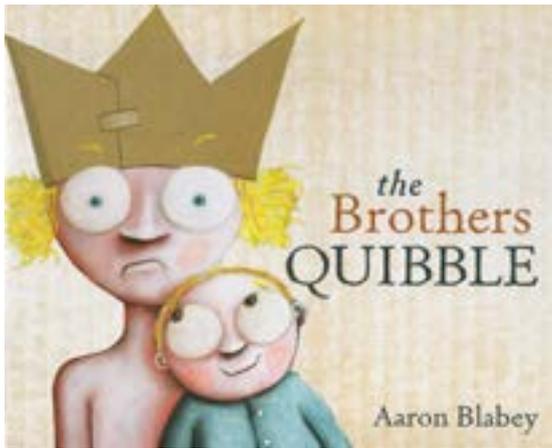


Sing Up & Drake Music Accessible Singing Pilot Project

<http://www.youtube.com/watch?v=50IPQpnOjvl>

Musicians' Brains Really Do Work Differently — In A Good Way

<http://www.npr.org/sections/deceptivecadence/2014/11/20/365461587/musicians-brains-really-do-work-differently-in-a-good-way>



National Simultaneous Storytime

National Simultaneous Storytime is held annually by the Australian Library and Information Association. Every year a picture book, written and illustrated by an Australian author and illustrator is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country.

You can find the Auslan version of this year's book, The Brothers Quibble, on you tube here:
<https://www.youtube.com/watch?v=-tg0ooFinNc&feature=youtu.be>

IN THE JOURNALS

“A great moment . . . because of the music”: An exploratory study on music therapy and early interaction with children with visual impairment and their sighted caregivers

by Maren Metell British

Journal of Visual Impairment May 2015; Vol. 33, No. 2

The focus of this article is on how musical interaction can contribute to bonding and early interaction.

<http://jvi.sagepub.com/content/33/2/111.full.pdf+html>

Scientists have found some of the strongest evidence yet that musical training in younger years can prevent the decay in speech listening skills in later life.

http://www.sciencedaily.com/releases/2015/02/150202132611.htm?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+sciencedaily+%28Latest+Science+News+--+ScienceDaily%29

Musicians are better at multitasking

http://www.sciencealert.com.au/news/20142810-26410.html?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+sciencealert-latestnews+%28ScienceAlert-Latest+Stories%29

Latest medical research shows music can be more beneficial than medication.

<http://www.limelightmagazine.com.au/news/expert-refines-benefits-music-health-down-five-key-points>

Compensatory Plasticity in the Deaf Brain: Effects on Perception of Music - Brain Sciences

<http://www.mdpi.com/2076-3425/4/4/560>

Neuroscientists Explore Science of Music and Movement in the Blind

<http://www.healthcanal.com/brain-nerves/59905-neuroscientists-explore-science-of-music-and-movement-in-the-blind.html>

Music Enrichment Programs Improve the Neural Encoding of Speech in At-Risk Children

<http://www.jneurosci.org/content/34/36/11913>



What is Music Therapy, and How May it assist Children who are Vision Impaired and/or Blind

By Rosa Wright, Orthoptist, RIDBC VisionEd

The importance of using sound to enhance the everyday experiences of children who are vision impaired (VI)/blind is well known. However, current research suggests that adults who are blind appear to have an even greater ability to process auditory information than their sighted counterparts due to the rewiring of the visual cortex to detect auditory input.

While this heightened ability to attend to sound has enabled some children and adults to be able to detect the location of objects based on their reflected sound only (echolocation), what about the effect of music? Can a medium that is enjoyed by so many, open up an avenue for children who are VI/blind to help even up the playing field in other areas?

Music therapy (MT) is defined by the Australian Music Therapy Association as “a research-based practice and profession in which music is used to actively support people as they strive to improve their health, functioning and wellbeing. Music therapists incorporate a range of music making methods within and through a therapeutic relationship.” (Australian Music Therapy Association Incorporated, 2012). A MT session may involve (but is not limited to) singing, instrumental activities and/or movement activities.





Certain areas of development are known to be more at risk of delay in children who are VI/blind, such as social skills. Since they cannot learn social skills by incidentally observing interactions between others, children who are VI/blind need to be taught social interaction skills consciously. Other important skills include orientation and mobility, and motor development. It is skills like these that a MT session can be tailored to reinforce.

While a child may already be motivated by sound and music without intervention, it's a music therapist's role to plan and systematically manipulate the music environment session to focus on the child's individual needs and therapeutic goals. For a child with delayed motor development, their fine and/or gross motor skills may be encouraged as they manipulate instruments. Parents and/or the child's Low Vision Service can also take the opportunity to inform the music therapist on ways they can utilise a child's remaining vision throughout the session, for example, by making simple modifications to the instruments to enhance their visibility. By doing so, the child's current visual skills and goals will also be supported.



Music therapy is a growing form of therapy offered for children with a wide range of needs. While there is only limited current research available on the role that music therapy can play for a child who is VI/blind, it is all positive. What is for certain, however, is the body of research detailing improvements in areas that are often delayed in children who are VI/blind, such as social interaction and communication. With this in mind, music therapy may be another avenue for families to consider.



For further reading on this topic, look up "Music Interventions and Group Participation Skills of Preschoolers with Visual Impairments: Raising Questions about Music, Arousal and Attention" *Journal of Music Therapy*, XL (4), 2003, 266-282

Music Time

Music is a world of sound,
the notes we play go round and round.
Dance on tiptoes, swirl and swing,
if you want to, stand and sing!
Stomp your feet and clap your hands—
everyone join in the band!

Play the keyboard, beat the drum,
ring the bells and start to hum.
Shake maracas! Strike the gong!
Sing a note and make it strong.
Stomp your feet and clap your hands—
everyone join in the band!



(sing to the tune of Twinkle, Twinkle, Little Star)



Contact the library

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