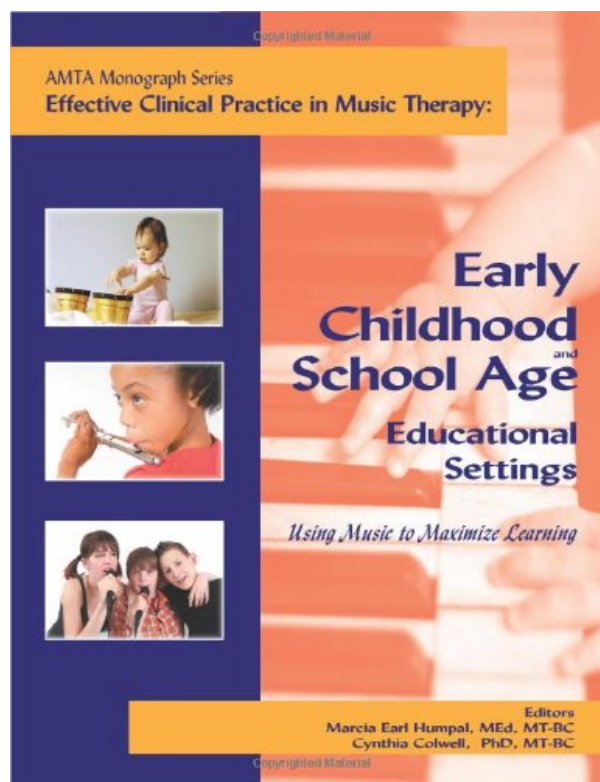
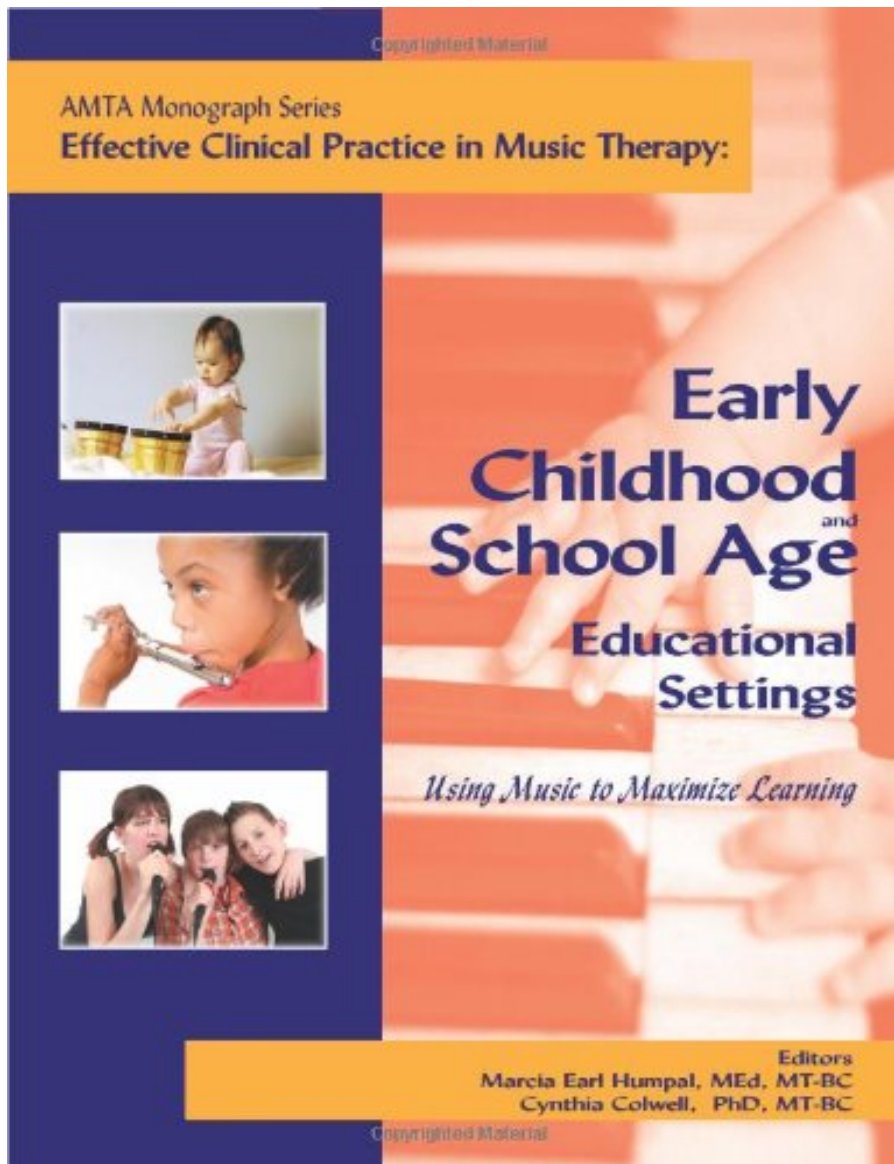


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## About the Author

MARCIA EARL HUMPAL is a music therapist/instructor with the Cuyahoga County Board of Mental Retardation and Developmental Disabilities in Cleveland, Ohio. Her clinical interests are early intervention, inclusion, and special education. An advisor for Sesame Street's Music Works Wonders project and the national Start the Music initiative, she served on the editorial boards of Music Therapy Perspectives and Early Childhood Connections. She has written for professional journals and presented at national and international conferences. A recipient of the 2004 Award of Merit from the American Music Therapy association, she was recently honored as an Outstanding Educator by Baldwin-Wallace College. Marcia is a co-founder of AMTA's Early Childhood Network and currently is vice president-elect of AMTA. CYNTHIA COLWELL is the Director of Music Therapy at The University of Kansas. Her teaching and research interests are teaching music to special populations, music therapy in the schools, music therapy with hospitalized children, using children's literature in therapeutic applications, and Orff-Schulwerk applications in music therapy. She is the President-Elect of the Midwestern Region of the American Music Therapy Association and the President of the Kansas Orff Chapter. She has published in the journals and presented at the conferences of the American Music Therapy Association, Music Educators National Conference, and American Orff-Schulwerk Association. She serves on the editorial boards of the Journal of Music Therapy and Update: Applications of Research in Music Education.

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Educators, families, and media in increasing numbers are recognizing the unique role music plays in young children's development. More and more daycare, preschool, and early intervention centers offer employment opportunities that reflect the needs and attitudes of our ever-changing society. Furthermore, Federal and state regulations, a changing educational scene, advances in technology, and an emphasis on including students with special needs are influencing how music therapy services are delivered in school settings. In this volume, relevant, practical information is offered for music therapists that may not have been part of their formal training. Music therapists, educators, clinicians, administrators, and students working with young children and looking to expand and enhance therapeutic services, will benefit from this comprehensive resource. Music therapy experts detail all aspects of service delivery from eligibility and assessment through treatment planning and documentation. This monograph is an exceptional text for training programs at the undergraduate, graduate and professional levels.

- Sales Rank: #876340 in Books
- Published on: 2006-01-01
- Binding: Paperback
- 231 pages

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