

*Music as Therapy International* is delighted to share an inspiring resource created through collaboration between the University of Melbourne Music Therapy and the Catholic Health Association of India. This resource was devised to guide practitioners interested to use music with people with disabilities of all ages. The project was delivered independently of *Music as Therapy International* but these excellent resources are so relevant to our Partners worldwide, we are proud to add them to our Resource Library (available in English, [Hindi](#), [Marathi](#), [Tamil](#), [Bengali](#), [Telugu](#) and [Nepali](#)).

These information sheets are designed for healthcare workers, disability support workers, therapy assistants, caregivers and/or educators who would like to use more music in their work with disabled service users/clients. The sheets provide simple and practical tips for including music in therapy/education settings and explain how using music can connect to therapeutic or educational goals.

These information sheets were developed through research with community-based rehabilitation (CBR) facilitators and community members in Maharashtra, India. This research found that including music in these ways supported disabled children and their families to meet their developmental, social, and physical goals. Music also created connections between these families and their wider community, prompted greater motivation and engagement in therapeutic activity, and enhanced enjoyment and fun!

We have translated the information sheets into several languages to share these ideas as widely as possible. We invite people around the world who are working or caregiving in diverse disability settings to adapt and share these ideas in ways that are relevant for your context.

More information about the project that inspired these information sheets can be found through the links below:

Video summary of the project: [https://www.youtube.com/watch?v=OYH\\_WYegH54&t=5s](https://www.youtube.com/watch?v=OYH_WYegH54&t=5s)

Open access research articles about the project:

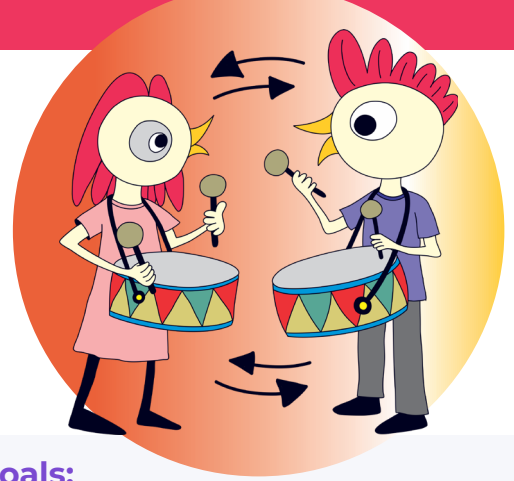
1. International Online Collaboration to Enhance Outcomes in Community-Based Rehabilitation Through Music: The Online Music Leadership Program.  
By Lucy Bolger, Sameer Valsangkar, Sumathy Sundar, & Melissa Murphy.

Link: <https://voices.no/index.php/voices/article/view/3729>

2. Incorporating Music Therapy-Informed Techniques into CBR: Experiences from Practice with two Children and their Families in Rural India.  
By Lucy Bolger, Raju Tammuluri, Viviyana Tirki, & Melissa Murphy.

Link: <https://dcidj.uog.edu.et/index.php/up-j-dcbrid/article/view/642>

# Using Music in Community-Based Rehabilitation (CBR)

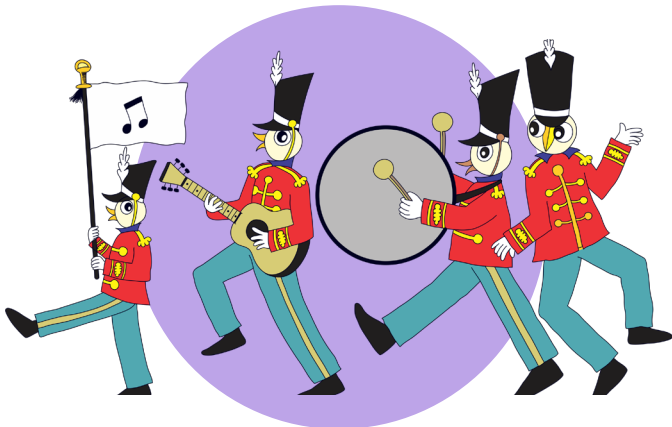


Using music in CBR can help children with these CBR goals:

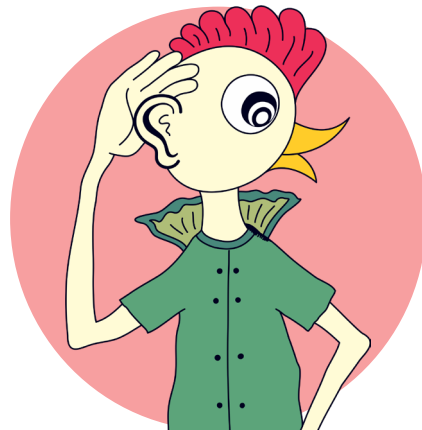
- Participating without help – **“independence”**
- Trying hard – **“motivation”**
- Having fun/enjoying therapy – **“joy”**
- Working together with others – **“cooperation”**
- Being part of the community – **“inclusion”**
- Being heard – **“advocacy/voice”**
- Learning to listen and respond – **“communication skills, anticipation”**
- Coordinating body to play – **“fine and gross motor skills”**
- Continuing with playing/therapy for longer – **“attention, engagement”**

There are **four “rules”** for using music in CBR

**1** Follow the child. The child is the leader



**2** Wait and listen. Leave gaps for the child



**3** Don't always use words.  
Use music!



**4** Have fun!



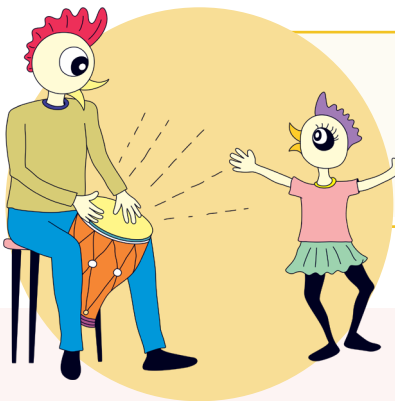
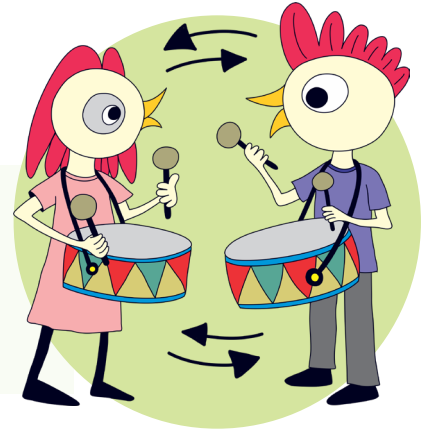


**“Mirroring and Matching”** is when we copy what the child is doing at the same time

We do this when the child is playing in an ongoing way.

**“Turn Taking”** is when we have a musical conversation with the child, and take turns to play/sing.

We do this when the child is playing something short and then stopping

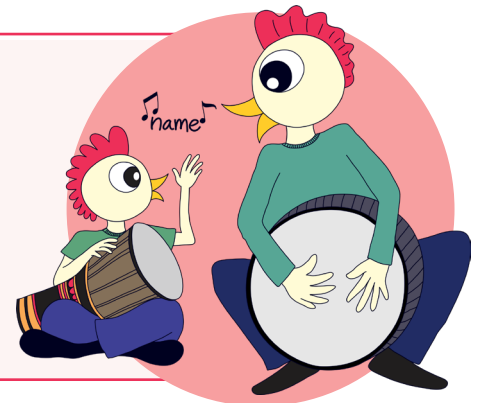


**Changing the rhythm of songs:**

- Singing/playing in time with child’s movement
- Repeating or continuing a song for the whole activity

**Changing the words of songs:**

- Using a child’s name
- Changing the words to be instructions or describe the child’s actions
- Repeating words or lines.
- Using clear and simple words.



**Using songs for structure:**

- We lead and the child joins in
- Sing in a clear and steady way
- Choose the speed/volume so the child can join in
- Watch and listen to the child

See examples of this work in action.



Click or scan