

Psychosocial Rehabilitation Grand Rounds

WCM Department of Psychiatry

Psychology CE Announcement

Orchestrating Affective Relationships in Music Therapy with Autistic Individuals: Implementing a Developmental Relationship-based Framework for Coregulation and 2-way Communication

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Tuesday, April 18th, 2023

11:00am – 12:30pm

<https://weillcornell.zoom.us/j/92812036154>

Meeting ID: 928 1203 6154

Password: 12345

*1.5 CE credit available to full time and voluntary faculty psychologists and Social Workers who sign in with their full name, attend the majority of the lecture and complete a survey which will be emailed following the completion of the lecture.

SPEAKER DISCLOSURE: Drs. Carpente have no relevant financial relationship(s) with ineligible companies to disclose and DO NOT INTEND to discuss off-label or investigational use of products or services.

John A. Carpente, Ph.D., MT-BC, LCAT, is a Professor of music therapy at Molloy University, founder & executive director of the Rebecca Center for Music Therapy, owner of Developmental Music Health and founded the Center for Autism and Child Development at Molloy University. He is the Founding music therapist and creator of the DIRFloortime-based music therapy clinical and training program at the Rebecca School in New York City where he participated in weekly supervision meetings with Dr. Stanley Greenspan. Recognized as an expert DIRFloortime practitioner and trainer, Dr. Carpente has over 20 years of clinical and supervisory experience working in a variety of clinical settings serving children, adolescents, and adults with neurodevelopmental and emotional challenges. He received his Master of Arts degree from New York University and completed his doctorate from Temple University where he received several research and clinical practice awards. Dr. Carpente's research interests focus on impact and mechanisms of music therapy experiences delivered in a developmental relationship-based framework with neurodivergent individuals. He has written and published several peer reviewed journal articles, book chapters and has authored the Individual Music-Centered Assessment Profile for Neurodevelopmental Disorders (IMCAP-ND). He has lectured and conducted trainings worldwide and has received numerous awards for his research and clinical contributions to the field of muso therapy.

Abstract: This lecture will introduce participants to a developmental relationship-based lens used to understand and conceptualize clients, while informing musical interventions and strategies designed to facilitate engagement, communication, and relationship. Topical areas of this presentation will include: 1) developmental functional emotional capacities for assessment, 2) understanding and supporting behaviors and 3) crafting relationship-based experiences based on following the client's lead. Clinical videos will be used to illustrate concepts.

Learning Objectives:

- 1) Analyze the 6 Developmental Functional Emotional Capacities
- 2) Describe the individual differences of FEC and how they impact co-regulation and interaction
- 3) Demonstrate the importance of providing relationship-based experiences while supporting individual differences to foster engagement

References:

1. Bieleninik, L., Geretsegger, M., Mössler, K., Assmus, J., Thompson, G., Gattino, G., ... & Time-A Study Team. (2017). Effects of improvisational music therapy vs enhanced standard care on symptom severity among children with autism spectrum disorder: The TIME-A randomized clinical trial. *Jama*, 318(6), 525-535.
2. Boshoff, K., Bowen, H., Paton, H., Cameron-Smith, S., Graetz, S., Young, A., & Lane, K. (2020). Child development outcomes of DIR/Floortime TM-based programs: a systematic review. *Canadian Journal of Occupational Therapy*, 87(2), 153-164
3. Carpente, J. A. (2017). Investigating the effectiveness of a developmental, individual difference, relationship-based (DIR) improvisational music therapy program on socialcommunication for children with autism spectrum disorder. *Music Therapy Perspectives*, 35(2), 160-174.
4. Carpente, J. A., & Aigen, K. (2019). A musiccentered perspective on music therapy assessment. *The Oxford handbook of philosophical and qualitative assessment in music education*, 243-256.
5. Carpente, J., & LaGasse, A. B. (2015). Music therapy for children with autism spectrum disorder. *Music therapy handbook*, 290-301.