



The Rebecca Center

For Music Therapy at Molloy College

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Newsletter

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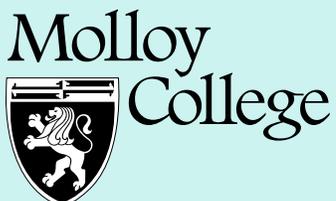
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New Services: DIRFloortime® Services and Parent Coaching

The Rebecca Center for Music Therapy is excited to announce the addition of DIRFloortime® & Parent Coaching to its increasingly comprehensive list of services. The Developmental, Individual Difference, Relationship-based DIRFloortime® model is a developmental framework that guides clinicians, parents, and educators in conducting and developing a comprehensive evaluation and intervention program tailored to the unique challenges and strengths of children with Neurodevelopmental Disorders (e.g. ASD, ADHD, etc.). The focus of the DIRFloortime® model is to build healthy foundations for social-emotional and cognitive capacities.

The Rebecca Center is now an ICDL Certified DIRFloortime® facility with trained DIRFloortime® Practitioners. Our DIR programming involves 1) orienting the family to the DIRFloortime® model, 2) a comprehensive Functional Emotional Assessment, 3) developing an intervention and home-based plan, 4) parent coaching sessions, and 5) developmental follow-up.

All steps of the Floortime process are collaborative, ensuring optimal growth, cooperation and success. For more information and to register, please contact Dr. John Carpentre or Ellana Sanders at (516) 323-3324 or TRCinfo@molloy.edu.



“Developmental Interventions for Autism: Evidence-Based Research” – Friday, May 1, 2015; 8:30 a.m.-4:00 p.m.

Hays Theatre, Wilbur Arts Center, Rockville Centre campus.

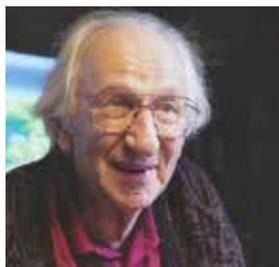
The Rebecca Center for Music Therapy at Molloy College will be hosting a one-day conference, “Developmental Interventions for Autism: Evidence-Based Research” on Friday, May 1, 2015; 8:30 a.m.-4:00 p.m. This unique conference will be co-sponsored by the Interdisciplinary Council for Development & Learning (ICDL). The purpose of the conference is to highlight developmental interventions and their place in the world of evidence-based research the day will consist of various disciplines at Molloy College (music therapy, psychology, mental health counseling, speech and language pathology, etc.) discussing their research (in progress or planned). Research will include outcome studies, a systematic review of the literature, reliability and validity of a newly design assessment instruments.



Nordoff-Robbins Training at Molloy

Molloy College and The Rebecca Center are proud to partner this year in offering another round of certified training in Nordoff-Robbins Music Therapy. Also known as Creative Music Therapy, Nordoff-Robbins Music Therapy is a post-graduate training offering a specialized approach in improvisational, music-centered techniques and theories of practice. With a commitment to high standards of creativity and musicianship in music therapy, Nordoff-Robbins Music Therapy holds the belief that all people have the right to music and experiencing of self through being in music, and that any level of impairment does not prevent the accessing of one’s musical capacities.

Molloy welcomes trainees Jesse Asch, Hannah Bae, Matthew Brady, and Naoko Mizutani to the program. Molloy also welcomes trainers Michele Ritholz, Rick Sos-hensky and Suzanne Sorel, each providing their unique expertise to the training.



The Roots of Nordoff-Robbins

The model, whose origins were founded in 1954, was named for the co-creators Paul Nordoff and Clive Robbins. Paul was an accomplished American composer and Clive a British special education teacher. First meeting at the Sunfield Children’s Home, they were encouraged by Director, Dr. Herbert Geuter, to play for one of the boys and observe the results. This inspired a long path of research and development which further established the practice and theory of the use of musical improvisation as a clinical approach to music therapy.

In 1960s and 70s they toured the country of the United States and many parts of the world in order to demonstrate and further validate their work, and in doing so spreading the Nordoff-Robbins approach on a global level. After Paul Nordoff’s death in 1977, Clive Robbins continued to pursue his passion for the approach in collaboration with Dr. Carol Robbins. Remaining active in practice, teaching, publishing and lectur-

ing, Clive Robbins continued to shape the world of music therapy until his recent passing in 2011. Having inspired, captivated and educated others through his work, Clive has left a positively transformative influence upon the field of music therapy.



Recent Presentations

Carpente, J. (2014) Join Together with the Band: Working in Songs to Foster Social-Emotional Development with Adolescents with ASD. Invited speaker, AMTA 2014 Conference, Louisville, KY.

Kelliher, M. (2014) "The Guitar Says" ...Utilizing Affect With A Child With Autism Through Clinical Guitar Work. Paper presentation, 11th Annual Mid-Atlantic Music Therapy Passages 2014, New Paltz, NY.

Kestemberg, L. B. & De Gennaro, L. (2015) Social and Informational Support Group Counseling for Parents with Children with Autism Spectrum Disorders. Paper presentation, American Counseling Association Convention, Orlando, Fla.

Kestemberg, L. B., et. al. (2015). Parental perceptions of social reciprocity and parenting stress in parents of children with ASD. Poster presentation, Gatlinburg 48th Annual Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.



Remembering Evelyn Selesky Chairperson, Music Department

Evelyn Selesky was a colleague and friend to many in the Molloy College community. In March, she was diagnosed with pancreatic cancer, and despite a courageous battle, she passed away on August 17, 2014.

Evelyn joined the full-time faculty in the Music Department in 1988 and served as Chairperson of the Department since 2006 and a consultant at The Rebecca Center for Music Therapy. She was a warm, compassionate, and generous of her time and spirit—quick to smile, and even quicker to giggle. Students enrolled at Molloy because of Evelyn, and they stayed because of her too. Her energy was always welcoming, never critical. She led the department quietly and steadfastly, without “drama,” but with lots of creative energy and spirit—managing the most challenging of situations with grace, intelligence, and good humor.

To quote a recent graduate of our Master’s in Music Therapy program: “Evelyn was such a kind, loving person, therapist, and professor. Her light touched so many and will continue to shine. She will continue to inspire me to be a better therapist and person.” This is what I have been hearing from so many students and faculty in the past week.

The music department faculty and The Rebecca Center staff will honor Evelyn’s memory in the best way that we can—through music, our abiding companion through heartache and joy. We will miss you, Evelyn. Donations to The Rebecca Center in Evelyn’s name are being accepted and will be used for a scholarship fund.

Introducing New Staff

Please join us in welcoming two new music therapists to The Rebecca Center for Music Therapy and its developing Center for Autism & Child Development.



Mike Kelliher, MT-BC, is a professionally credentialed, board certified music therapist at the Rebecca Center for Music Therapy. He received his Bachelors of Science degree in Music Therapy from Molloy College in Rockville Centre, NY. He has presented at professional conferences on his work within music-centered music therapy and the IMCAP-ND. In addition to his clinical work for the Rebecca Center, Mike is a clinician for the TIME-A international research study.



Ellana Sanders, MA, MT-BC, LCAT, CCBT, is a Board Certified Music Therapist, Licensed Creative Arts Therapist, and Certified Cognitive Behavioral Therapist. She holds a Masters Degree in Music Therapy from New York University and a BA in Psychology with a minor in Vocal Performance from Binghamton University. Ms. Sanders is an adjunct professor at Molloy College and serves as a graduate supervisor for NYU, St. John’s University, Molloy College, and The New School for Social Research. In her private practice Ms. Sanders works with children, adults, and families coping with issues such as anxiety, ASD, and depression. With over twenty years in the field, Ms. Sanders has extensive experience with individuals diagnosed with autism and their families including comprehensive knowledge of the DIR (Developmental, Individual, Relationship) and ABA (Applied Behavioral Analysis) methodologies. Prior to joining the Rebecca Center, Ms. Sanders was one of the founding clinicians and the Director of Mental Health Services for Imagine Academy for Autism. As an independent contractor she continues to consult for private clients, hospitals, universities, and various special education programs, including the New York State Department of Education. Her work has been featured on national news programs and in local publications.

The Rebecca Center 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 Lucente, MS, MT-BC, LCAT
*Program Coordinator, Music
Therapist*

Jesse Asch, MT-BC
Senior Clinician, Music Therapist

Ellana Sanders, MA, MT-BC, LCAT, CCBT
*Music Therapist and DIRFloortime®
Practitioner*

Mike Kelliher, MT-BC
Music Therapist

Laura DeGennaro, MS
*Clinical Coordinator for the Center
for Autism and Child Development*

Laura Kestemberg, Ph. D.
*Clinical Director for the Center for
Autism and Child Development*

Stephanie Cestaro
Administrative Assistant

Diana Abourafeh
Administrative Assistant

Current Research Projects

Since the initiation of the TIME-A International Research Study in 2012,

the largest randomized control trial on non-pharmacological therapy for autism to date, The Rebecca Center for Music Therapy has opened collaborative initiatives across departments of Molloy College in order provide increasing cohesive efforts to research and treatment of Autism Spectrum Disorders. As part of this effort, we resume our tutoring program working with the Education department, under the direction of Audra Cerruto and Laura De Gennaro, providing tutoring opportunities for children to adolescents with varying neurodevelopmental challenges. Including staff and graduate students of Molloy's Nursing, Speech, Psychology and Music Therapy departments, the list below includes a brief overview of numerous research initiatives underway:

- The Investigation of Improvisational Music Therapy with Children with Autism: A Randomized Control Study – Dr. Christian Gold
- Perceptions of Social Reciprocity and Parenting Stress in Parents of Children with Autism – Dr. Laura Kestemberg & Laura De Gennaro
- Validation and Reliability of the Individual Music Centered Assessment Profile for Neurodevelopmental Disorders (IMCAP-ND) – Dr. John Carpente
- Auditory Processing and Music Therapy Predictors: An Electroencephalography (EEG) Study – Dr. Hia Datta

PARENT'S CORNER

“My daughter, Gabby, started Music Therapy April of 2014. We waited approximately 1 year for therapy, so worth the wait!

The Rebecca Center at Molloy is the greatest place on earth. It's so amazing; during one session the music therapists could give me an overview of my child's strengths and areas we can improve on. My daughter is so excited and engaged when working with her music therapist, Jill. It's awesome to see Gabby's face light up when she enters the music room.

Gabby attends dance class, gymnastics, swim class, and art classes. Out of all the activities Gabby attends, she said music is her favorite. I can see as a mother since Gabby has attended music therapy at Molloy, she has made tremendous improvements in all aspects of her development. Thank you for everybody's hard work and tremendous kindness to kids like my Gabby and others!”

Thank you,
Sue and Gabby



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.