

Contents

Foreword

Evelyn Glennie	7
----------------------	---

Introduction

Shirley Salmon	11
----------------------	----

Part I: Viva la Musica!

With my Hearing Aids I'm actually quite Normal! Helga Wilberg	15
--	----

Viva la Musica! Elke Bartmä	21
--------------------------------------	----

MatD – Music and the Deaf Paul Whittaker	29
---	----

Part II: Theoretical Principles

“All Men will Become Brothers ...” – Time and Rhythm as Basic Processes of Life and Understanding Georg Feuser	41
--	----

Development. On Realities that Open up Possibilities – on Possibilities that Create Realities Sigrid Köck-Hatzmann	57
--	----

Rhythmic Musical Education – a Basic Instrument to Support Development in Educational Work Helga Neira Zugasti	73
--	----

Between Music Pedagogy and the Natural Sciences – Perspectives on Researching Music Perception (in People with Hearing Loss) Ulrike Stelzhammer-Reichardt	85
---	----

Part III: Practical Principles

Music as a Form of Dialogue for Children with Hearing Loss Shirley Salmon	101
--	-----

A World of Sound and Music – Music Therapy and Musical Speech Therapy with Deaf, Hearing Impaired and Multi-Handicapped Children Claus Bang	117
---	-----

Music Therapy with Deaf Children Giulia Cremaschi Trovesi	135
Inner Rhythm Naomi Benari	153
Music and Auditory-Verbal Therapy Lois Birkenshaw-Fleming	161
Contact and Development through Improvisation in Music Therapy Kent Lykke Jensen	169
SiLaSo – Sign Language and Songs Wolfgang Friedrich, Marion Honka	179
Part IV: Fields of Practice	
The Significance of Music in Early Learning Programmes Christine Kiffmann-Duller	193
“Now I Can Hear the Grass Grow” – Orff Music Therapy with Children following Cochlear Implant Regina Neuhäusel, Ursula Sutter, Insa Tjarks	201
Music and Language – an Impulse Project for Families with Deaf and Hard-of-Hearing Children Katharina Ferner, Ulrike Stelzhammer-Reichhardt	217
Songs in Simple Language Wolfgang Friedrich	235
The Importance of Play-Songs in Inclusive Teaching Shirley Salmon	243
The Emerging “Musical Self” – the Role of the Nordoff-Robbins Music Therapy Approach for Teenagers at The Mary Hare Schools for the Deaf Christine Rocca	263
Inclusive Dance Theatre Wolfgang Stange	273
Contributors	279