

*Keep a Beat!*

*Teachers Using Music to Promote  
Infant Self-Regulation and Infant-Teacher  
Social-Emotional Competence*



Presented by  
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Founder: *Keep a Beat*



# Baton Rouge, Louisiana, United States



- **2<sup>nd</sup> in U.S. for babies born to single mothers**
- **One of the highest infant mortality rates in the U.S.**

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**Keep a Beat**

## **KaB MISSION**

Empower teachers and caregivers  
of children

to use accessible music strategies  
to promote

1. Positive social/emotional interactions
2. Learning outcomes, and
3. Healthy outcomes.



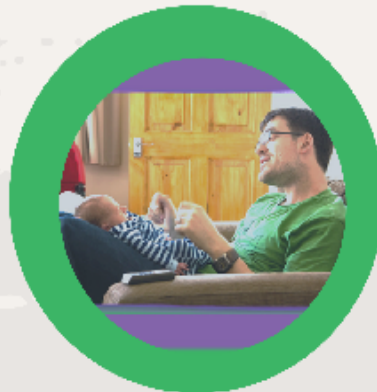
**PRESCHOOL GROUPS; RURAL ATHENS, OHIO**

TEACHERS LEARNED TO  
**KEEP A BEAT** TO  
LOWER ANXIETY  
PROMOTE ATTENTION  
PROMOTE SELF-REGULATION



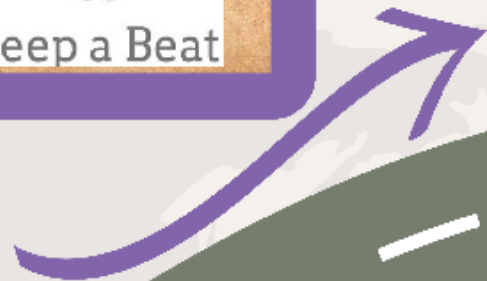
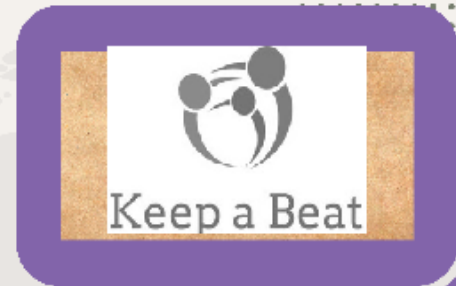
**PARENTS AND INFANTS  
LAB STUDY  
OHIO UNIVERSITY; ATHENS, OH**

PARENTS LEARNED TO  
**KEEP A BEAT** TO  
LOWER STRESS HORMONES  
BOND WITH BABY  
TECHNIQUES:  
RHYTHMIC TOUCH  
INFANT DIRECTED SINGING  
INFANT DIRECTED MUSIC AND  
MOEVMEMENT



**PARENTS/INFANTS  
HOME VISITORS/FAMILY MUSIC FACILITATORS  
COMMUNITY STUDY; ATHENS, OH**

PARENTS LEARNED TO  
**KEEP A BEAT** TO  
LOWER STRESS HORMONES  
BOND WITH BABY  
HELP ME GROW WITH MUSIC  
KEEP A BEAT  
TRAINING



**BATON ROUGE REGIONAL  
INFANT/TODDLER  
EARLY CHILDHOOD  
EDUCATION CENTERS**



## Music is Healthy

- A child's first experience with a caregiver is musical
  - Steady Beat
  - Rhythm
  - Infant-directed singing or humming
- Prime opportunities to promote long-lasting interactions, brain development, emotional development, and physical development



**LSU**

**Music Technique:**  
*Rhythm for  
Self-Regulation*

**Learning Activity:**  
*Everybody  
Keep a Beat!*



# The Impact of Music and Movement on Parent or Caregiver Stress Levels and Infant/Caregiver Attachment: A Pilot Study







# Technique: *Rhythmic Touch*



**Activity:**  
*These are your ears!*

# The Impact Of Caregiver And Infant Music Interactions On Caregiver and Infant Stress and Infant Emotional Competence



NATIONAL  
ENDOWMENT for the **ARTS**  
[arts.gov](http://arts.gov)

*Keep a Beat!*

**LSU** Empowering Infant Teachers to Use Rhythm and Song  
to Lower Stress and Improve Social Interactions with Infants



Keep a Beat



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**School of Music**

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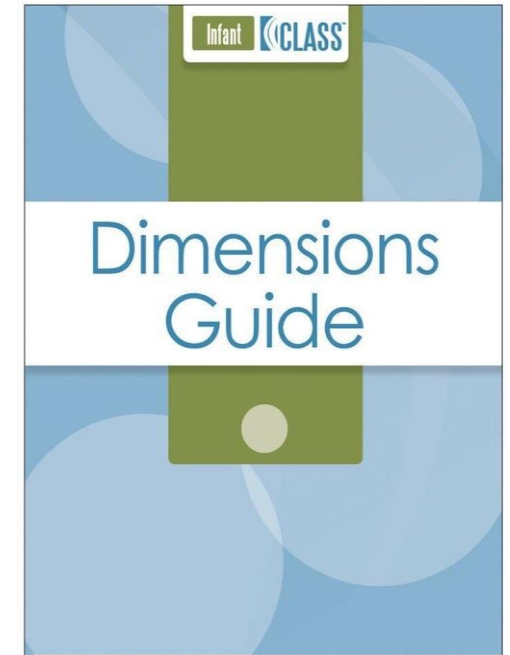
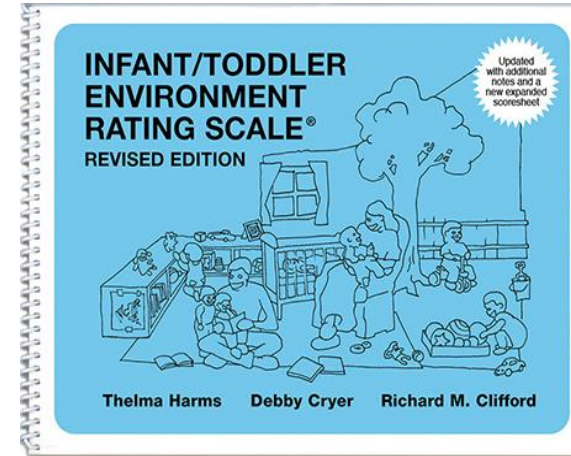
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**Early Childhood  
Education Institute**

**LSU**

**Office of Research &  
Economic Development**

# 1. Assess the Need and Create Teacher-Centric KaB Infant Training



## Music Environmental Assessment

Observe music strategies already in place related to teacher-infant interactions and music-based experiences.

Example from Dimensions: “Teacher uses close proximity when interacting with baby.”

MEA-I: “Teacher uses live music such as singing or humming when in close proximity and when interacting with baby.”

Music  
Environmental  
Assessment  
(MEA - I)

- 2. Train Teachers on Keep a Beat Strategies*
- 3. Implement in Classrooms (8 weeks)*
- 4. Collect Stress Measures*
- 5. Collect Social/Emotional Competence Measures*
- 6. Analyze Results*



**Music Elements  
Technique**

**Musical Development**

**Music**

**Benefits of Music  
Environments**

**Music Play**

**Safe Music**

## MUSIC ELEMENTS

Pulse

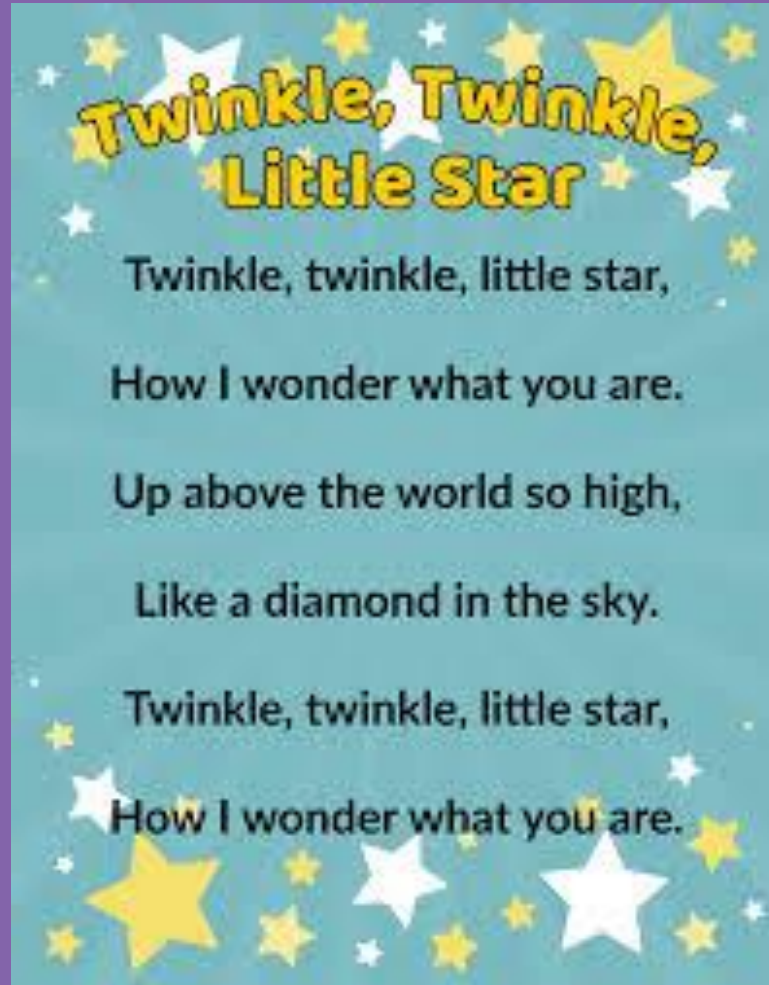
Tempo

Rhythm above Pulse

Chant or Sing

Melody (Sing or Hum)

Dynamics



## MUSIC TECHNIQUES

Provide Repetition

Create Pauses

Change Tempo

Change Dynamics

Mirror Musical

Behaviors of Child



# Keep a Beat



For More Information, contact:

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