

In Tune with Attunement at In Harmony Music

Jeanette Luedders Jones, PhD

What is Attunement?

Attunement is tailoring your interactions to meet the needs of your child, physically and emotionally, while promoting responsiveness, warmth, and engagement.¹

The Importance of Attunement in Your Child's Development?

The way you attune to your child is important in their overall development because you are guiding their self-exploration (likes/dislikes) and helping your child to become aware of their body while simultaneously promoting a positive parent/child relationship.



In Harmony Music is "In Tune" with Attunement

In Harmony Music classes promotes attunement in the developing relationship you share with your child. Instructors develop strategic lesson plans with variations in musical attributes (with/without instruments, live/prerecorded) and musical tools (child-sized instruments, scarves, etc.) to give you ample opportunities to respond to your child's needs while learning about them and how they choose to interact with their environment.



How might this look in class? When scarves are presented, some children may throw them while they are galloping around while other children might be twirling a scarf around their finger. What's important is that you as their parent are supporting them in their experience with warmth and adoration. By doing so, you are developing your attuned relationship throughout each musical moment!

In Harmony Music at Home

You can then incorporate what you are learning about your child in class into your family's activities, the songs you listen to, and the ways your child prefers to interact with music – your attuned relationship grows as your child continues to develop!

Interpersonal/Social Touch

Another area an In Harmony Music class promotes is social touch. Social touch allows for the formation of social bonds between a parent and a child – elicits reassuring, pleasant feelings – creating an experience that is rewarding and motivating. When children are sitting in their parent's laps or being carried in their parent's arms to the music, social-emotional development is reinforced.

Interpersonal/Social Touch

Social touch has uniquely important social effects and is critical to the development of emotions and social interaction.² In Harmony Music classes provides ample social opportunities for you to guide your child while they are interacting with their family and peers. Rubbing your child's back, holding their hands, or snuggling with them during class increases your social bond and relationship.



Co-regulation

Co-regulation is providing emotional support by attuning to and supporting another person through our presence³ or described as warm and responsive interactions that provide the support, coaching, and modeling children need to help them “understand, express, and modulate their thoughts, feelings, and behaviors.”⁴

The instructors at In Harmony Music mention co-regulation and how their music classes provides such a wonderful environment to co-regulate with your child.

To co-regulate we first must self-regulate by monitoring our emotional state and responses to our surroundings. Temperament impacts self-regulation skills, ours as adults and children. The goal with co-regulation is to pay attention and respond to cues our children are giving us and observe to try to understand what our children are communicating. Then we can create a warm, nurturing, and safe place through our tone of voice and body language.

Think about how our emotions as adults change throughout the day and be mindful of how the same emotions can change over moments for children. Music class provides a playful, safe space to notice cues and gives us opportunities to co-regulate as a community – other children, their families, and the incredible instructors help to create a safe place where everyone supports each other.

Synchrony

Synchrony is a crucial component for parents and caregivers, as its development is strengthened through social contacts, such as gaze, affect, and heart rhythms.⁵ Music class provides opportunities to read our child's cues and create a synchronous bond together.

Synchrony has been described as a “dance” between partners as they move together or how children shift from disinterest to being attentive and then how a caregiver shifts their attention from quiet to active.⁶



Inclusion and Overall Development

In Harmony Music classes provides a safe space where all are included. All families are supported here through thoughtful and creative instruction. While your child is dancing to the music, they are developing their creative expression, physical development, and are communicating their emotions. Each child is given the space to participate at their leisure whether that be sitting in their caregiver's lap and watching from afar or engaging with instruments alongside the instructors. Your child's language and social-emotional skills develop further as they absorb new sounds, rhythm, and interact with instruments. The most important way for your child to learn is through play and PLAY is the best way to connect as a family!



About In Harmony Music

In Harmony Music is a forward-thinking early childhood music education company designed for the needs of today's families. We believe music is essential for children, families, schools and communities who need real-life support for early childhood development beginning from infancy. We recognize that music, movement, play, and meaningful group experiences build neuroplasticity in the brain, and serve as foundational elements for the overall well-being of children and adults. Our classes are a canvas for communal creative expression, creating an environment to explore and embrace the transformative power of music!

About the Author



Jeanette Luedders Jones, PhD, is a credentialed early childhood special education teacher and completed her doctoral degree in infant and early childhood development with an emphasis in mental health and developmental disorders.

Over her 20-year early childhood career, Dr. Luedders Jones has taught and coached in inclusive preschool classrooms and provided early intervention services to families of infants and toddlers with developmental delays. She currently facilitates a course about children with special needs at Solano Community College and provides local (Solano Family and Children Services), state (California Association for the Education of Young Children), and national (Zero to Three) workshops for parents and early childhood professionals on various topics including interoceptive awareness, reflective practice, inclusive practices, and trauma-informed practices. Dr. Luedders Jones' recent projects include facilitating reflective dialogue on interoceptive awareness and reflective practice with Child Start, Inc. staff through a First 5 Grant and a co-authored article in Zero to Three on interoceptive awareness in early childhood.

About This Article

Dr. Luedders Jones has been attending In Harmony Music classes with her husband and two children for several semesters and has experienced firsthand how the work she does is supported in each music class, each semester. Having visited all our classes, she is keenly aware of the impact In Harmony Music classes have on families, schools, and communities in the Bay Area!

Resources & References

Being Attuned: <https://vimeo.com/25507139>

Social Touch Video: <https://www.youtube.com/watch?v=yF4H2s3L8yU>

Rocking and Rolling It Takes Two

The Role of Co-Regulation in Building Self-Regulation Skills Article:

<https://www.naeyc.org/resources/pubs/yc/jul2015/rocking-rolling>

- 1 Delahooke, M. (2019). Beyond behaviors: Using brain science and compassion to understand and solve children's behavioral challenges. PESI.
- 2 Olausson, H., Lamarre, Y., Backlund, H., Morin, C., Walling, B., Starch, G., Ekholm, I., Strigo, K., Worsley, A.B., Vallbo, A. & Bushnell, M.C. (2002). Unmyelinated tactile afferents signal touch and project to insular cortex. *Nature Neuroscience*, 5 (9), 900-904.
- 3 Delahooke, M. (2019). Beyond behaviors: Using brain science and compassion to understand and solve children's behavioral challenges. PESI.
- 4 Murray, D.W., K. Rosanbalm, C. Chrisopoulos, & A. Hamoudi. 2015. Self-Regulation and Toxic Stress: Foundations for Understanding Self-Regulation From an Applied Developmental Perspective. OPRE Report #2015-21. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, US Department of Health and Human Services.
- 5 Kinreich, S., Djalovski, A., Kraus, L., Louzoun, Y., & Feldman, R. (2017). Brain-to- brain synchrony during naturalistic social interactions. *Scientific Reports*, 7(1), 17060.
- 6 Feldman, R. (2007). Parent-infant synchrony: Biological foundation and developmental outcomes. *Current Directions in Psychological Science*, 16, 340-346.

Connect with In Harmony Music

Web Site: www.inharmonymusic.com

Social Media: @inharmonymusicca



Spotify: https://open.spotify.com/artist/1UaSe1l04zBIJ9YzA1C3sQ?si=xVOB3_x_T6y6NO_WGtmrRw

Apple Music: <https://music.apple.com/us/artist/in-harmony-music/1601536233>

YouTube Music: https://music.youtube.com/channel/UC5k5l1dCE3_hhKNnKn3h0sQ

YouTube: <https://www.youtube.com/@inharmonymusicca>