

**Project Report July 2023 - June 2024**

**Music Therapy with Children on the Spectrum at**

**Prasanna Autism Centre, Pune**

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Prasanna Autism Centre, Pune

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We express our deepest gratitude to our funders for making this possible.

We are most grateful to all the children who participated in the study and manifested beauty by the sheer force of their spirit. We share a bond, which is beyond words.

## **Autism Spectrum Disorder**

Autism Spectrum Disorder (ASD) is a complex condition that impacts neurodevelopment from childhood and can persist into adulthood. Individuals with ASD may struggle with verbal and non-verbal communication, social interaction, cognition, and coordination (Patel et al., 2014). ASD can also be categorised by other typical characteristics such as repetitive behaviours, restricted interests, extraordinary sensory responses and a propensity for sameness or unusual devotion to routines. Autism is referred to as a "spectrum" disorder since the kind and degree of symptoms vary greatly among individuals (National Institute of Mental Health, 2023). It manifests differently in each individual. Each individual with Autism is likely to exhibit some, but not all of the traits associated with it, and the person may exhibit them to variable degrees and frequencies. ASD can be a lifelong disorder; however, therapies and services can help improve a person's symptoms and everyday functioning (National Institute of Mental Health, 2023).

## **Clinical Musicianship**

Clinical Musicianship is an applied music approach to music pedagogy for neurodiverse populations and mental well-being. The practice of clinical musicianship includes aspects of storytelling, poetry, songwriting, and metaphors. Clinical Musicianship strategies can be applied in the areas of therapy, music education, special education and community-based social work (WCCL Foundation, 2024).

In this project, more emphasis was given to the medium of drumming, singing and use of other percussion instruments for therapy. The Clinical Musician framework created by Mr. Zubin Balsara (Executive Director of WCCLF) was used for the Music Therapy sessions.

## **Music Therapy – Link to Autism**

It is widely established that children on the spectrum respond positively to music, and the majority of them have an apparent fondness and preference for musical activities.

According to a study by Taylor (2010), children on the spectrum respond actively while participating in musical activities and do try to initiate musical activity if given the material and opportunity to do so. Cortical arousal appears positive under musical stimulation.

**Various studies on Music Therapy and Autism suggest that music can:**

- a) Help improve mood, language, sensory perception, behaviour and social skills in children with ASD. (Shi et al., 2016)
- b) Improve generalised social interaction, verbal communication skills, initiating behaviour, and social-emotional reciprocity (Gold & Wigram, 2003).
- c) Boost social communication, and intrinsic brain connectivity in school-age children diagnosed with ASD (Sharda et al., 2018).
- d) Be applied to help with speech development, focus, patience, and general self-control (Workman & Damm, 2017).
- e) Help reduce hyperactivity and inattention difficulties (Cahart et al., 2022).
- f) Improve coordination and control over movements (with respect to strength and timing) (Cibrian et al., 2020)

Based on the various studies and research published, one can establish that Music Therapy practices have the capacity to help children on the spectrum develop a new skill, improve speech and motor coordination, engage in external activities, develop social skills, support the desire to communicate, improve sequencing and remembering a precise order of a task, encourage creative expression, and provide small success which can help boost self-esteem.

## **Study at Prasanna Autism Centre**

### **Main objectives of the study:**

- 1- The use of songs for introducing and then teaching functional language to the children (based on the language skills of the child: verbal and non-verbal).
- 2- Use drumming and rhythmic games as a tool to break patterns of isolation, engage children in external activities, and facilitate the need for them to communicate.
- 3- Identify the therapeutic goals for the children and to apply musical patterns to accomplish the goals.
- 4- Apply musical patterns and calm abiding techniques to change the mood state of the children and reduce anxiety.
- 5- Create a space which promotes play and joy. Children love music and they should be given the space to enjoy this activity, which is a bridge between them and other people.

### **Methodology**

- 1- Fourteen children were selected after observation and after taking under consideration the severity/functional levels of autism in the children.
- 2- Initially, due to the differences in functional levels, the social dynamics and relations between the children, and the very nature of autism, individual sessions were carried out.
- 3- The children were divided into two groups (7 children in each group) and the sessions were conducted once a week.
- 4- 44 sessions (22 sessions for group one and 22 sessions for group two) were planned and executed over a period of 12 months (July 2023 – June 2024).
- 5- Annual Day celebration and performance in the month of February 2024 was taken into consideration. Two children performed on stage.

- 6- The number of sessions were pre-determined. The time for each session (each child) was decided at not more than 20 minutes.
- 7- The study was purely experimental in nature with the aim to see if music therapy would benefit autistic children.
- 8- There was a variation in musical equipment used. Initially, only the djembe was used for the sessions. After a few sessions, additional percussion instruments were introduced.
- 9- The alternative therapies conducted at Prasanna Autism Centre were taken into consideration while noting the degree of improvement in the children.
- 10- Every second session was digitally recorded (video recordings).
- 11- The teachers and staff members at the Centre were interviewed before the project commenced as well as after the project was completed to keep a record of changes (if any) in the classroom environment.

### **Participants**

14 children (2 Female and 12 Male) were selected for the project. Factors such as the functional levels/severity of autism were considered after observation, for the selection process. The sample included a mix of verbal and non-verbal children. All the children were of different ages (between 6 years of age to 18 years of age)

Out of the 14 children in the current project, 8 children were also a part of the project conducted from December 2022 – March 2023. The rest of the children (n=6) were new.

### **Session Plan**

The 14 children were divided into two groups where each group consisted of 7 children and a total of 44 sessions were conducted (22 sessions for Group 1 and 22 sessions for Group 2). Individual sessions were conducted for each child. Each session lasted for 20 minutes.

After the pilot sessions, the therapeutic goals were identified and set for each child. The therapeutic goals were flexible and open to modifications depending on the child's improvement. The Project Director, Mr. Zubin Balsara attended one session for supervision.

The set-up for the sessions was as follows:



*The set-up included 3 djembes, 3 chairs, a tripod, recording device, and a speaker.*



*Additional percussion instruments (shakers, tambourine, and ghungroo) were introduced later.*



## Findings and Analysis – Individual Cases

*(Names of all the children have been changed to maintain anonymity)*

### **Aryan**

Date of Birth – 09/03/2014

### **Background Information:**

Aryan was not a part of the previous project conducted at Prasanna between December 2022 and March 2023. Aryan is a well-adjusted child and enjoys listening to new songs. He quickly picks up new activities and beats, and he finds joy in singing while playing the djembe. He can follow instructions with ease and enjoys communication with everybody. Although he has a good sense of rhythm, he tends to play everything using either his right or left hand only, finding it challenging to use both hands simultaneously. The goal is to improve his motor-coordination to better adapt to social settings.



**Therapeutic goals:** Motor co-ordination

### **Progress:**

Aryan has **learnt new rhythms** on the djembe and attempts to **sing new songs**. He has started exploring a wider range of songs and is very enthusiastic about trying them out in class. He has shown **considerable progress with motor co-ordination** and attempts to use both his hands. A visible improvement has been observed in his technique of playing the djembe. The teachers' feedback suggests that he has **started to initiate multiple activities** in his classroom. Aryan has also shown **improvement with impulse control in the classroom**, is **patient and happier after the sessions**.

## **Aahan**

Date of Birth – 13/11/2016

### **Background Information:**

Aahan was a part of the previous project conducted between December 2022 to March 2023. Aahan's motor coordination is good, and his mood states are consistent. However, he exhibits



inattentiveness and demonstrates significant potential for improvement in speech. Aahan fails to comprehend instructions and interacts only when his favourite songs are played. He appreciates drama and story-telling through actions, gestures, and the use of musical instruments as props. The goal is to enhance Aahan's expressiveness through speech and improve his attentiveness to better adapt to social settings.

**Therapeutic goals:** Attention and speech

### **Progress:**

Compared to December 2022, Aahan has become more **interactive through speech**. He actively **engages in conversations, attempts to talk more, and participates in singing** along with songs. Aahan enjoys drama and story-telling, and has started to incorporate various words and sounds while he tries to enact a scene. His **attention span has increased** as he plays an entire song without taking breaks anymore, and feedback from his teachers also suggests **improvement in his attention span during other classroom activities**.

Although social interaction was not initially identified as a therapeutic goal for Aahan, feedback from both teaching and non-teaching staff indicated **increase in communication with his peers in the classroom**.

## **Mehul**

Date of Birth – 18/01/2010

### **Background Information:**

Mehul was not a part of the previous project conducted between December 2022 to March 2023. Mehul is usually excited to play the djembe and attempts to mimic the facilitator's hand movements. However, there are times when he can be very shy and takes a while to start playing the djembe. As Mehul had shifted from Orissa, he did not understand/respond to Hindi, Marathi or English. Initially, communication was difficult as he would not understand what was said in class but over a period of time, Mehul started to understand phrases that were used on a daily basis. His right hand is dominant and he tried to play everything on the djembe using only his right hand. The goal is to ensure that Mehul develops better motor coordination and engages more in social situations to enhance his adjustment in social settings.



**Therapeutic goals:** Motor coordination and social interaction.

### **Progress:**

Mehul was frequently absent, making it challenging to complete the desired number of sessions with him and track any progress or observe noticeable changes. However, the teachers observed a **change in his mood** after the sessions. **Initiation of activities and participation in the classroom** has also improved.

## Sahil

Date of Birth – 31/05/2012

### Background Information:

Sahil was a part of the previous project conducted between December 2022 to March 2023. Sahil has good motor coordination, as well as fine and gross motor skills. However, he struggles to sit in one place for an extended period of time and tends to jump around, impacting his attention. Additionally, Sahil becomes anxious during music therapy sessions if there is a pause in music or a lack of interaction from the facilitator. The goal is to help Sahil become calmer and more attentive, enhancing his adjustment in social settings.



**Therapeutic goals:** Attention and relaxation

### Progress:

Sahil now finds it easier to sit in one place for an extended duration indicating **improvement in attention**. Feedback from his teachers indicates that he is **calmer after the sessions** and happily **participates in classroom activities**. His **mood has improved** and he smiles more often during and after the music therapy sessions.

## Sohail

Date of Birth – 03/11/14

### Background Information:

Sohail was not a part of the previous project conducted between December 2022 and March 2023.

Sohail has good motor coordination, as well as fine and gross motor skills. Sohail has *Echolia* (tendency to repeat words, usually pick up the last word that they hear

& repeat it) and repeats words like 'tabla' and 'shree swami samartha'. He enjoys playing the djembe. He was not hyper during the initial sessions but his hyperactivity increased towards the last few sessions. The teachers had informed the facilitators that Sohail had started new medication and everyone suspected that the change in his behaviour was due to the change in his medication. The goal is to help Sohail become calmer and more attentive, facilitating better adjustment in social settings

**Therapeutic goals:** Attention and relaxation.

### Progress:

Compared to July 2023, Sohail now sits in one place for a longer period and can focus on a rhythm activity until completion. Sohail started to show a visible **improvement in his attention span**. He would sit for the entire duration of the song and play on the djembe along with the facilitators. However, the changes in his medication have impacted his progress in a negative manner.



## **Rugved**

Date of Birth – 14/03/2018

### **Background Information:**

Rugved was not a part of the previous project conducted between December 2022 and March 2023.

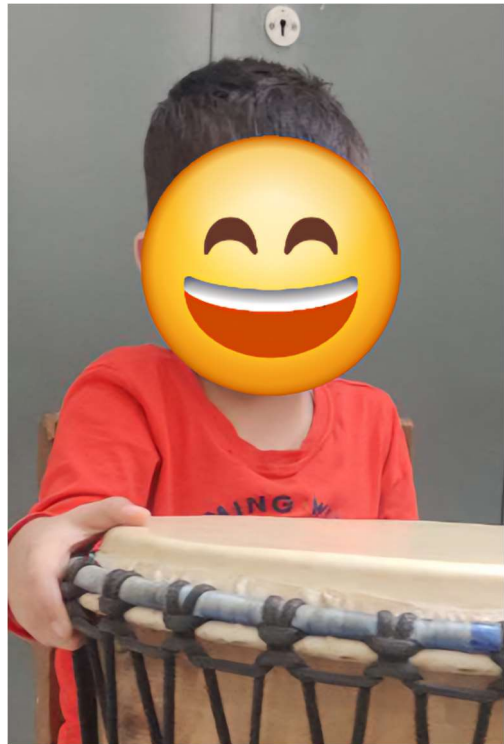
Rugved can be very shy at times and takes a while to get comfortable. While attempting to speak and sing along to his favourite songs, his speech tends to be unclear. He responds to his name but does not respond to any instructions given in the class. The goal is to

ensure that Rugved becomes more attentive and communicative for better adjustment in social settings.

**Therapeutic goals:** Attention and speech

### **Progress:**

During therapy sessions, Rugved has been making efforts to sing and talk more. Rugved's class teachers reported that Rugved is **calmer in the classroom** and had stopped biting everyone when upset. **Visible behavioural changes** had been observed by the school staff. His parents observed that he would **sing a lot more** at home on the days he had the music therapy session in school.

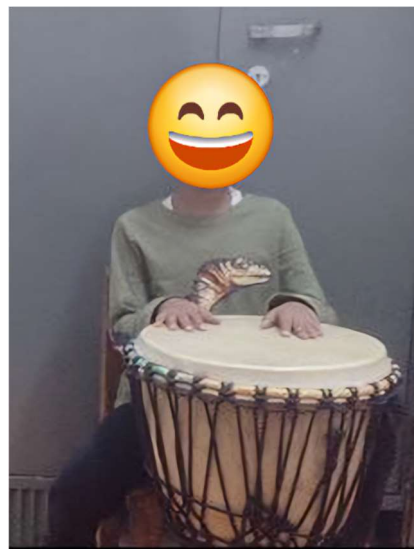


## Aditya

Date of Birth – 01/05/2016

### Background Information:

Aditya was not a part of the previous project conducted between December 2022 and March 2023. Aditya has good motor co-ordination, as well as fine and gross motor skills. However, he faces difficulty sitting in one place for a prolonged period. Initially, Aditya was shy and hesitant to play on the djembe. He would look uncomfortable in the class. He slowly started to explore the djembe and got comfortable by the 3<sup>rd</sup> session. While he makes attempts to communicate, his speech is not clear. He has started to give answers in the form of 'yes', 'no', 'thumbs-up' and 'thumbs down'. The goal is to ensure that Aditya becomes more attentive and finds it easier to communicate, facilitating better adjustment in social settings.



**Therapeutic goals:** Attention and speech

### Progress:

Aditya has been **making efforts to speak more** and has started singing along to his favourite music. He enjoys singing nursery rhymes and thoroughly enjoys the call and response activities. It has been observed that **Aditya's motor movements have also improved** considerably. Aditya is **more vocal** and asks for the songs he wants to play during the session. He is well acquainted with the structure of his favourite songs and plays along the entire song. He tries to **initiate conversations** and attempts to learn how to play different musical phrases on the djembe. The teachers have reported a **change in his mood** in the classroom. Aditya is **happier and interacts more with his peers.**

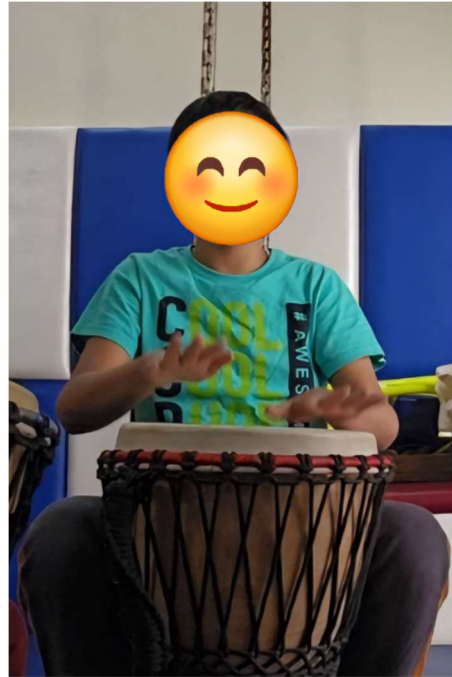


## **Mohit**

Date of Birth – 16/04/2011

### **Background Information:**

Mohit was a part of the previous project conducted between December 2022 to March 2023. Mohit attempts to communicate using speech; however, his speech is not clear and he finds it difficult to pronounce certain vowel consonant combinations. He faces difficulty playing the djembe with alternate hands or using only his left or right



hand. He experiences extreme anxiety in unpredictable situations. The goal is to ensure that Mohit becomes more expressive in his speech, improves his motor coordination, and becomes calmer in new situations, allowing him to function more efficiently in day-to-day activities.

**Therapeutic goals:** Speech, relaxation and motor co-ordination

### **Progress:**

Through music and his favourite songs, Mohit can now play with both his hands in an alternate (R L R L) pattern. His **impulsivity in the classroom has reduced** and he attempts to follow instructions given by his teachers. He also makes an effort to communicate and attempts vowel/vowel consonant combination sounds. The time required for him to calm down when anxious has reduced compared to December 2022.

Over a period of time, Mohit started to show behavioural changes and started to get violent with the other children and staff members in school. A change in his medication was administered after which he became very mellow in the sessions. A **positive change in motor coordination and impulse control** was observed by the end of the sessions. However, the



behavioural changes were undesirable and confusing. The change in medication played a major role in his behavioural changes. Mohit could not complete the planned number of sessions during this project as he left the school in February 2024.

## **Roshan**

Date of Birth – 10/04/2004

### **Background Information:**

Roshan was a part of the previous project conducted from December 2022 to March 2023. Roshan is a very silent but anxious boy. He is the oldest at the centre. Roshan has good motor coordination, as well as fine and gross motor skills. However, he can get distracted easily and gets distressed. He always wants the facilitators to keep playing the djembe and gets upset when they stop. He is not always comfortable with auditory simulation and gets uncomfortable on listening to the pre-recorded songs on some days.



The goal is to ensure that Roshan becomes calmer and more confident, facilitating better adjustment in social settings.

**Therapeutic goals:** Relaxation and attention

### **Progress:**

Feedback from both teaching and non-teaching staff at the school indicates that Roshan is **calmer after the sessions**. Even though there is no significant improvement in his drumming, he enjoys the sessions a lot and tries to extend the duration of the sessions as much as he can.

## Mihir

Date of Birth – 13/04/2009

### Background Information:

Mihir was a part of the previous project conducted from December 2022 to March 2023. Mihir is a very calm and shy child. He does not maintain eye contact. Mihir attempts to communicate, but his speech is unclear. However, there is room for improvement. Mihir encounters difficulty holding smaller objects, and the use of various percussion instruments could enhance his fine motor skills. The goal is to ensure that Mihir becomes more expressive in his speech for better adjustment in social settings.



**Therapeutic goals:** Speech and fine motor skills

### Progress:

Mihir is a very calm and happy child. He is **making efforts to communicate** more using speech and **tries to learn and recall discussions from the sessions**. It's worth noting that he is not particularly fond of smaller percussion instruments and prefers the djembe. Earlier, Mihir would not respond to songs that were not his favourite. However, now he more **flexible and initiates as well as participates in activities** he did not enjoy earlier. Based on the facilitators' observations and the feedback from his teachers, it has been observed that Mihir tries very hard to initiate conversations and has **started to use more words**. There has been a visible **improvement in his mood** as he smiles more often, seems confident and interacts more with his peers and teachers. His **drumming has also improved**. Mihir had participated in the Annual Day Celebration in school and since then, the teachers have observed that he is **more confident in the classroom**. Mihir left the School in June 2024.

## **Rishab**

Date of Birth – 20/05/2010

### **Background Information:**

Rishab was also a part of the previous project conducted between December 2022 to March 2023. Rishab is a very talkative child, but his speech can be unclear. His motor coordination can improve, and mood states are consistent. He finds it difficult to play consistently at the same tempo and tends to increase his pace of playing the pulse or a musical phrase. While he can be a little impatient at times, he always listens to instructions. The goal is to ensure that Rishab becomes more attentive and expressive in his speech, facilitating better adjustment in social settings.



**Therapeutic goals:** Speech and attention

### **Progress:**

Initially, he struggled with percussion instruments, but he quickly grasped them and likes to try a new instrument with every song. At the start of the project, he had difficulty articulating words while singing. A considerable progress had been observed in his **clarity/articulation of speech**. He had also started to play the djembe while singing. Rishab showed a visible change in the way he played the djembe. He became **calmer and was more patient during the sessions** and in his classroom. Rishab would **follow up to three step instructions** and could play a sequence if presented with one. He knew the structure of the songs well and would not struggle with the starts, stops and the dynamics in the song anymore. Rishab left the school in the middle of the academic year and was hence, could not complete the project.

## Swati

Date of Birth – 28/06/2014

### Background Information:

Swati was also a part of the previous project conducted between December 2022 and March 2023. Swati faces some difficulty with gross motor skills and takes time to stand up, sit on a chair, pick things from the floor, and perform many such movements.



Although she attempts to speak, her speech is not clear. During the project conducted between December 2022 and March 2023, Swati was very shy and quiet all the time. Over a period of time, she has become more talkative and interacts with everyone around her. She enjoys playing with the percussion instruments. The goal is to ensure that Swati becomes more expressive in her speech and can perform various actions with ease, enhancing her ability to carry out day-to-day activities.

**Therapeutic goals:** Motor co-ordination, fine and gross motor skills as well as speech

### Progress:

Compared to December 2022, Swati has shown progress. Drastic changes have been observed in Swati's **behaviour**. She is **more confident** and tries to interact with everyone. Her **fine motor and gross motor skills have improved**. She can now sit on a chair, sit on the floor, get up, and collect toys with ease. Swati is always excited to play the djembe and has been making efforts to **communicate more using speech**. She has also been playing on the djembe without any prompts and her participation in musical activities has increased significantly.

It is much easier for her to complete tasks involving fine motor and gross motor movements. For example, during the music therapy sessions, she would drop the small percussion instruments and would then try to take some support from the wall to bend down and pick her instruments. The various grips of the smaller percussion instruments also helped **develop her fine motor skills and strengthen her grip**. Now, Swati is more **active in class** and **participates in group activities**, helps clean her classroom and picks toys with ease while playing with her peers. She has also started to run whenever she is excited.

A **positive improvement was noted in Swati's mood** state and behaviour during the first project. The teachers observed a **change in her energy levels** and noticed an **improvement in her social behaviour**. As compared to the project conducted earlier, a great change is seen in Swati's musical skills and abilities during this project. **Her speech, movement, coordination, initiation of activities, mood state and social interactions with peers has shown promising improvement.**

## Siddharth

Date of Birth – 11/12/2013

### Background Information:

Siddharth was also a part of the previous project conducted between December 2022 to March 2023. Siddharth can become anxious and moody very easily. He attempts to communicate using hand gestures and vocalizes a lot using consonant and vowel sounds. However, his speech does not comprise of whole words and is usually a combination of in-comprehensible syllables. He has a good sense of rhythm. Siddharth does not follow any instructions and rarely maintains eye contact. The goal is to ensure that Siddharth becomes more expressive using language and is less anxious in social settings, facilitating better adjustment.



**Therapeutic goals:** Relaxation and speech

### Progress:

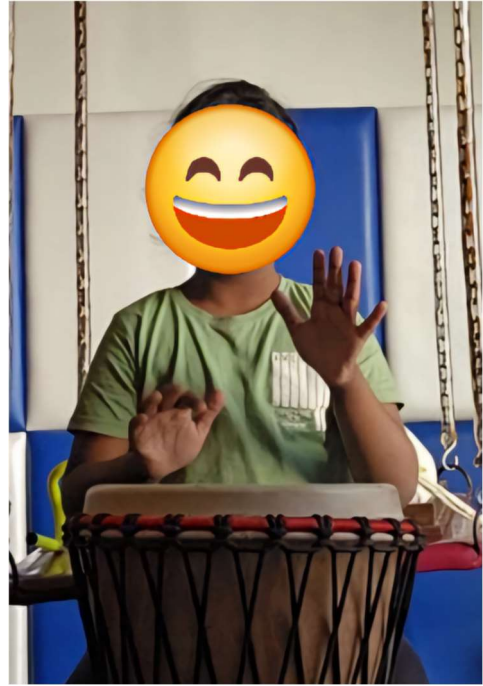
Siddharth possesses a very **good sense of rhythm** and takes pleasure in playing the djembe. Although his speech is not clear, he often tries to hum his favorite songs. The facilitators guessed two of the songs he likes and he has been very excited to clap and dance to those songs every session. Feedback from his teachers indicates that he is **calmer after the therapy sessions** and sits happily in class. The sessions always help with his mood and make him happier.

## Madhuri

Date of Birth – 21/01/2013

### Background Information:

Madhuri is a very happy child and was instantly fascinated by the djembe from the first session. She attempts to communicate, but her speech is not clear. She exhibits good motor coordination and attempts to mirror the facilitator's hand movements. She has some difficulty with her grip and fine motor movements. She



can become anxious, especially when transitioning from one activity to another in school. Her teachers' concern was that she would not listen to instructions and would sit down on the floor and refuse to get up if she was upset. The goal is to ensure that Madhuri becomes calmer and can communicate easily, facilitating better adjustment in social settings.

**Therapeutic goals:** Speech and relaxation

### Progress:

Madhuri shows **reduced anxiety** while transitioning from one activity to another during therapy sessions. She also makes an **effort to sing along** her favorite songs. She attempts to play the rhythms on the djembe but cannot do so consistently for a long period of time. It was observed that Madhuri's **speech and motor coordination has improved**. The teachers reported that she is **happier in the classroom**, listens to instructions, and has **started to engage in interactions with her peers**. Her **grip has strengthened** and she **seems more confident** while carrying out tasks during the music therapy sessions and also in her classroom.



## Summary and Conclusion

The study was designed to study the effects of Music Therapy on children diagnosed with ASD. It was purely experimental in nature and the clinical musicians and project-director along with the other members of the team had the freedom to make changes that were deemed appropriate in that given circumstance.

### Progress report:

Certain therapeutic goals were chosen for each child after thorough observation during the pilot sessions and the information received from the teaching and non-teaching staff. Initially, motor coordination, fine and gross motor skills, attention, and speech were the main goals identified for the children at the centre. Eventually, the facilitators and teachers observed that children developed confidence and began to gravitate towards social interactions. The changes observed during the sessions and in the class room settings called for re-evaluation and modification of the therapeutic goals. Since the study was experimental in nature, the therapeutic goals were revised based on the needs of the children. Impulse control, relaxation, mood regulation, social interactions, initiation of activities, and following sequences were the additional therapeutic goals set for the children.

The following results were observed during the course of this project:

<b>Therapeutic Goals</b>	<b>Number of children that showed progress</b>	<b>Number of children with scope for improvement</b>
Motor Co-ordination	7	2
Gross Motor and Fine Motor skills	2	-
Impulse Control	3	-
Relaxation and mood regulation	12	1



Speech	5	4
Attention (focused and sustained)	2	5
Social Interactions	5	1
Initiation of activities	5	-
Building and following sequences	2	-

Most of the children showed improvement in their mood states and were much calmer after the music therapy sessions. Several children showed progress in the area of motor coordination. Motor coordination, mood regulation, attention, and speech were the main therapeutic goals selected for the children at Prasanna. Multiple children showed progress in various other aspects of behaviour, motor control, and social interactions. **In conclusion, the changes and progress observed in the behaviour of the children who participated in this study was beneficial for their emotional, social, and cognitive well-being.**

Some of the highlights of the project were:

- Experiencing the **positive connections between music, healing & autism.**
- Opening **channels of communication through an alternative medium** of drumming & singing.
- Mapping every child's response before, during & after the sessions has shown the **impact of music therapy on social communication, social interaction & creativity.**
- Studies of individual cases (Sahil) have shown the effect of Clinical Musicianship in **calming the mind and controlling hyperactive behaviour.**
- Study indicates that Music Therapy techniques are an **excellent medium for mood regulation, language skills and motor movements.**

- Written documentation & Video Recording of all significant milestones of the children.
- The children have shown willingness to connect to new forms of expression.

#### Limitations of the project:

The project was time bound to twelve months with one session per week. Some children could not attend all 22 sessions which had an impact on their results and their progress. As in any school situation, there were absenteeism and dropouts amongst children, thereby disrupting the flow of sessions. The impact of changes in medication or addition of other therapy interventions in the school and home environment on the results of the music therapy sessions and outcome could not be studied in detail.

#### The way forward:

This study has given an impetus for further exploration of Music Therapy and Autism. Designing a curriculum using Music Therapy techniques in the education of autistic children and training teachers to use Music Therapy techniques in the classroom are some areas that can be explored in the future.

In the end, each member of the team had been affected by the sessions. We had seen each child & each teacher benefit from the power of the Music Therapy sessions, even those that were not directly involved with the sessions. The goals were simple when they had been defined and the expectations had been minimal. Today however each child has gone beyond our expectation; today there is a belief that each child on the spectrum can be benefited by the power of music. In our small attempt to introduce a new method we discovered a whole new world that was out there, a world where “we” and “they” meet. A world where we communicate and understand each other. A world where each child in the session has grown and blossomed. It is our belief that these simple methods can be replicated under the proper guidelines of a therapist with any group of children on the spectrum.

Photos and Video Recordings of the sessions



**Links for the video recordings:**

a) Annual Day Celebration -

[https://drive.google.com/file/d/1jAnBwATnZ0069I95xvSLx0T-IhveF08p/view?usp=drive\\_link](https://drive.google.com/file/d/1jAnBwATnZ0069I95xvSLx0T-IhveF08p/view?usp=drive_link)

b) Siddharth –

[https://drive.google.com/file/d/1hczRqFH-9Fm61qoS0i061qAEoiDQo2/view?usp=drive\\_link](https://drive.google.com/file/d/1hczRqFH-9Fm61qoS0i061qAEoiDQo2/view?usp=drive_link)

c) Mohit –

[https://drive.google.com/file/d/14lExxs4FGb1DM5K1DFmccXf6-7lG8W\\_Y/view?usp=drive\\_link](https://drive.google.com/file/d/14lExxs4FGb1DM5K1DFmccXf6-7lG8W_Y/view?usp=drive_link)

d) Madhuri –

[https://drive.google.com/file/d/1SE2rmLSJctW5W2r4LP0x6t3MLPGuzRaZ/view?usp=drive\\_link](https://drive.google.com/file/d/1SE2rmLSJctW5W2r4LP0x6t3MLPGuzRaZ/view?usp=drive_link)

e) Aryan –

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