

Art & Music Therapy: The Value of Co-Treating Students with Autism



Courtney Carnes, MS
Art Therapist, Monarch School
Julie Hopkins, MT-BC
Music Therapist, Monarch School

Introductions



Julie Hopkins, MT-BC



Courtney Carnes, MS

Overview

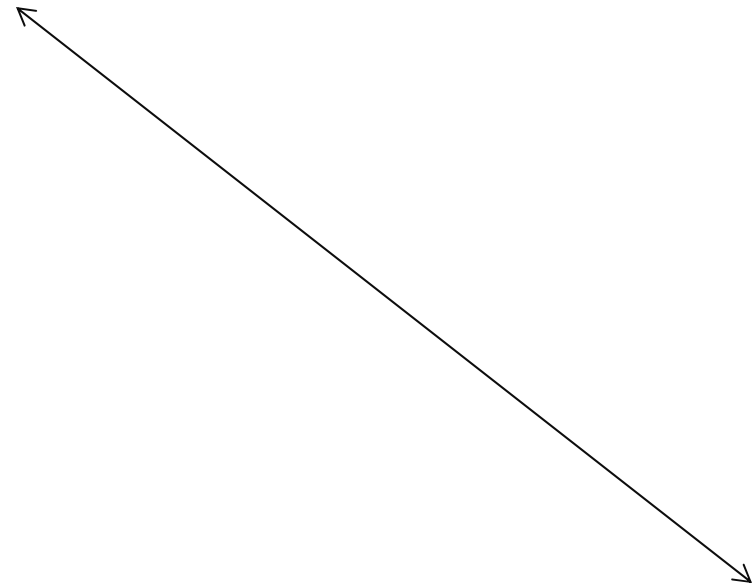
- Art Therapy
- Music Therapy
- Art & Music Therapy and Autism
- Co-treatment
- Case Studies
- Questions



Art Therapy

Art therapy is a mental health profession in which clients, facilitated by the art therapist, use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behaviors and addictions, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem (American Art Therapy Association)

Art as Therapy



Art Psychotherapy

Art Therapy

Art therapist work with many populations including:

- Autism Spectrum Disorder
- Mental health
- Rehabilitation
- Medical
- Educational
- Forensic
- Wellness
- Veterans



Music Therapy

-Music therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program. (American Music Therapy Association, 2005)

-In the treatment of Autism Spectrum Disorders, music therapy is identified as an emerging intervention by the National Autism Center. (2015)



Music Therapy

Music therapists work with many populations including:

- Autism Spectrum Disorder
- Alzheimer's
- Veterans
- Premature Infants
- Mental Health
- Wellness
- Medical
- Developmental Disabilities
- Hospice
- Older Adults



Autism Spectrum Disorder

Autism Spectrum Disorder (ASD) is a complex neurological disorder that affects the functioning of the brain, impairing normal development in the areas of social interaction and communication skills. Children and adults with ASD typically have difficulty with verbal and non-verbal communication, social interaction and leisure or play activities (Monarch Model).



Art Therapy and ASD

“As a graphic, nonverbal means of communication, art can provide relief to the child for whom verbal communication is frustrating, overwhelming, too direct, or even nonexistent.” (Martin, 2008)



“...Art therapy can utilize the child’s visual strengths to address treatment goals while providing socially appropriate outlet for self-stimulatory behaviors and sensory needs.” (Martin, 2008)

Music Therapy and ASD

- Music therapy interventions focus on enhancing social, communicative, motor/sensory, emotional, and academic/cognitive functioning or music skills in individuals with ASD.
- Currently music therapy is identified as an emerging intervention by the National Autism Center.
- Research based examples demonstrate improvements in the following areas due to use of music therapy interventions:
 - communication, interpersonal skills, personal responsibility, play, joint attention and social engagement



Art Therapy at Monarch

In a school setting, art therapy provides opportunities for positive experiences that can translate into enhanced classroom performance and increased ability to gain from educational services. Art therapy can also be adapted to support academic, social, speech and language, or emotional goals and objectives.

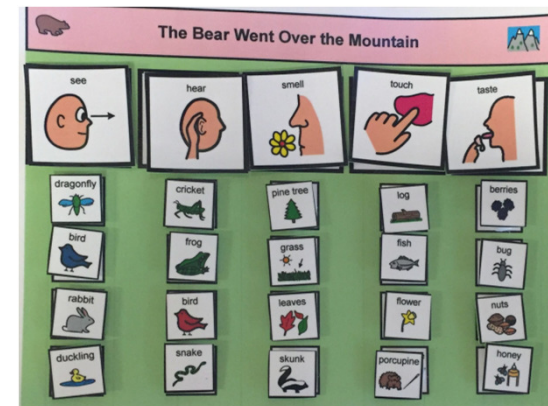


Treatment Goals for Autism

- Imagination/abstract thinking
- Sensory integration and regulation
- Emotion/self-expression
- Developmental growth
- Visual-spatial skills
- Recreation/leisure skills

Music Therapy at Monarch

- Music therapy is provided in both group and individual sessions throughout the school.
- In these sessions students work on nonmusical goals while engaging in music therapy interventions.
- Goals can include: turn taking, impulse control, expressively answering academic questions, social skills, as well as learning musical skills.



Co-Treatment

Overall goals

- Social skills
- Appropriately commenting
- Critical thinking skills
- Accepting and following expectations



Case Studies

- Emotion, color, line and music
- Stomp
- Reflective drawing to music
- Lyric video

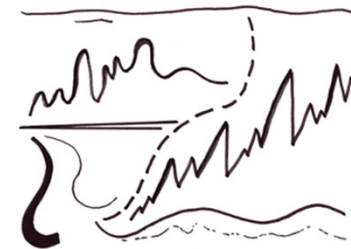


Emotion, color, line and music

- Self-expression
- Emotional understanding
- Comprehension and application of skills taught in separate music therapy and art therapy sessions
- Explanation of selections to peers

Emotion colors and lines

1. Pick one emotion off the board.
2. Write emotion in the worksheet.
3. Pick a color to represent the emotion.
4. Add color to worksheet.
5. Pick a line to represent the emotion.
6. Draw line on worksheet.



Stomp

- Recreation/leisure skills
- Sustaining individual rhythmic motives in a group
- Abstract thinking (art supplies as instruments)



Reflective Drawing to Music

- Recreation/leisure skills
- Imagination/abstract thinking
- Application of how musical structure can tell a story

Commenting

I like it

- I like this song
- This song is cool
- I like this style of music
- I like the rhythm
- The instruments are cool
- I like this artist
- I like the song's lyrics
- The song makes me excited
- The song calms me down

It's ok

I don't like it

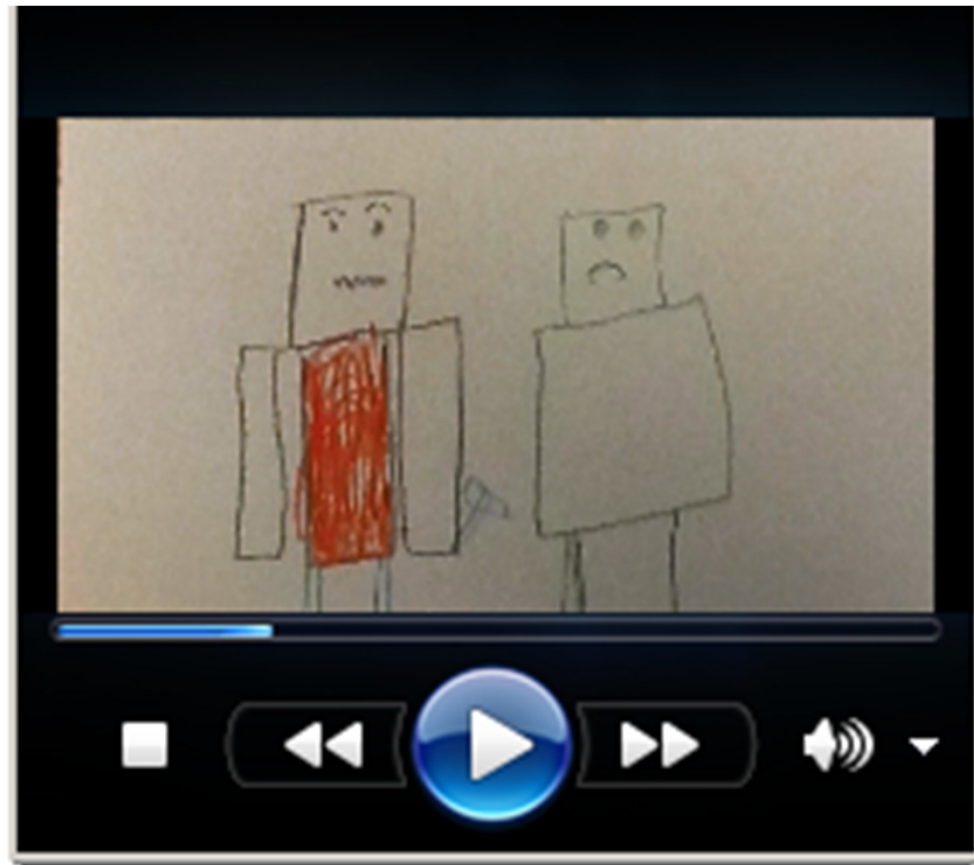
- I don't like this style music
- I like _____, but I don't like _____
- I don't like this artist
- I don't like the lyrics
- The song is too slow
- It's not my favorite
- I don't like the performance
- It is too repetitive
- I don't like the instruments

Lyric video

- Create, from conception to completion, a lyric video to share as a class
- Collaborate with peers
- Create original art work that depicts lyrics of the song



Don't Mine at Night Lyric Video



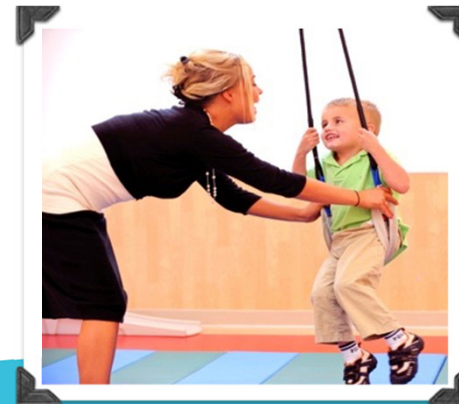
Questions?



Monarch Center for Autism Programs & Services

- ❖ **Preschool**
- ❖ **Day School**
- ❖ **High School**
- ❖ **Transition Education Program**
- ❖ **Extended School Year and
Summer Social Language
Leadership Programs**
- ❖ **Therapeutic Residential
Treatment**
- ❖ **Adult Day Habilitation &
Supported Living Programs**
- ❖ **Community Outreach**
- ❖ **Autism Resources**

- ✦ **Web:** www.monarchcenterforautism.org
- ✦ **Telephone:** 216.320.8945 or 1-800-879-2522
- ✦ **Address:** 22001 Fairmount Boulevard,
Shaker Heights, Ohio 44118
- ✦ **Join our e-newsletter mailing list:**
[http://www.monarchcenterforautism.org/
contact-us/join-our-email-list](http://www.monarchcenterforautism.org/contact-us/join-our-email-list)
- ✦ **Facebook:**
www.facebook.com/monarchcenterforautism
- ✦ **Twitter:** www.twitter.com/monarchohio



References

American Art Therapy Association, Inc. (2016). [electronic resource]. <http://arttherapy.org>.

American Music Therapy Association. (2015, August 26). Fact Sheet Music Therapy and Autism Spectrum Disorders (ASD). Retrieved February 02, 2016, from http://www.musictherapy.org/assets/1/7/Fact_Sheet_ASD_and_MT__8-26-15.pdf

American Music Therapy Association. (2015, August 26). Fact Sheet Music Therapy and Autism Spectrum Disorders (ASD). Retrieved February 02, 2016, from http://www.musictherapy.org/assets/1/7/Fact_Sheet_ASD_and_MT__8-26-15.pdf

Art Therapy Credentials Board, Inc. (2016). [electronic resource]. <http://atcb.org>.

Monarch Model. (2016). [electronic resource]. <http://www.monarchcenterforautism.org/about-us/monarch-model>.

Martin, N. (2008). Assessing portrait drawings created by children and adolescents with autism spectrum disorder. *Art Therapy: Journal of the American Art Therapy Association*, 25, 15-23.

Martin, N. (2009). *Art as an early intervention tool for children with autism*. London, England: Jessica Kingsley.

National Autism Center (2015). *National Standards Project,,Phrase 2..*Randolph, MA:NAC

Emery, M. J. (2004). Art therapy as an intervention for autism. *Art Therapy: Journal of the American Art Therapy Association*, 21, 143-147.