

Art, Music and Recreational Therapy: Helping Students with Autism Apply and Generalize Social Skills



Courtney Carnes, ATR-BC
Art Therapist, Monarch School
Julie Hopkins, MT-BC
Music Therapist, Monarch School
Erin Witschey, C.T.R.S.
Recreational Therapist, Monarch School

Introductions



Courtney Carnes, MS, ATR-BC



Julie Hopkins, MT-BC



Erin Witschey, C.T.R.S.

Overview

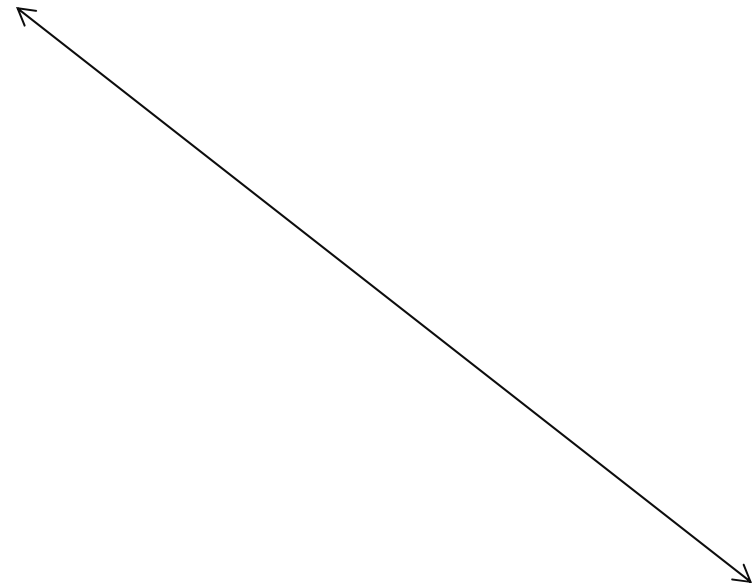
- Art Therapy
- Music Therapy
- Recreational Therapy
- Art, Music, and Recreational
Therapy and Social Skills
- Case Studies
- Questions



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 therapists work with many populations including:

- Autism Spectrum Disorder
- Mental health
- Rehabilitation
- Medical
- Educational
- Forensic
- Wellness
- Veterans
- Hospice
- Older Adults
- Developmental Disabilities



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



Recreational Therapy

- Recreational therapy, also known as therapeutic recreation, is a systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illnesses and/or disabling conditions, as a means to psychological and physical health, recovery and well-being (American Therapeutic Recreation Association, 2017).



Recreational Therapy

Recreational Therapists may work with a wide range of individuals requiring health services including geriatric, mental health, addictions, general medicine, physical medicine and rehabilitation, developmental disabilities and pediatric clients (ATRA, 2017).



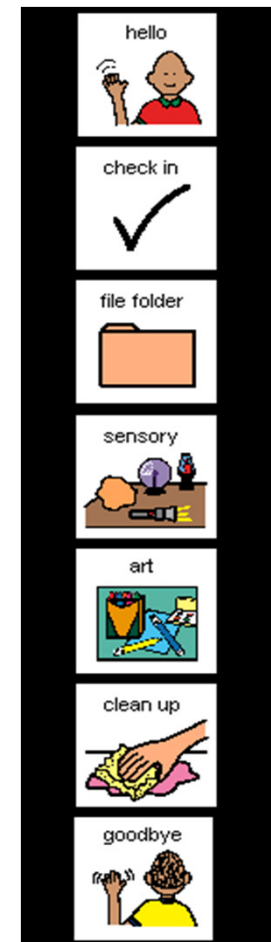
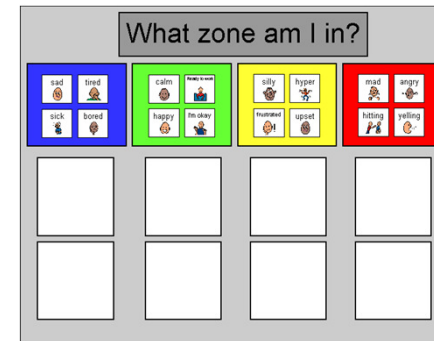
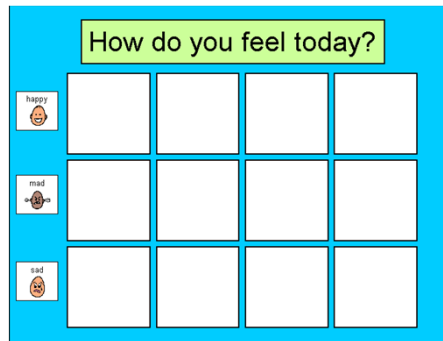
Social Skills

- Social skills are those skills that enable individuals to function competently at social tasks (Cook, Gresham, Barreras, Thornton, & Crews, 2008)
- Social skills can be defined as “a complex set of skills that include communication, problem-solving and decision making, assertion, peer and group interaction and self-management” (Kolb & Hanley-Maxwell, 2003)
- A hallmark characteristic of autism is a deficit in social and communication skills (American Psychiatric Association, 2013)



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

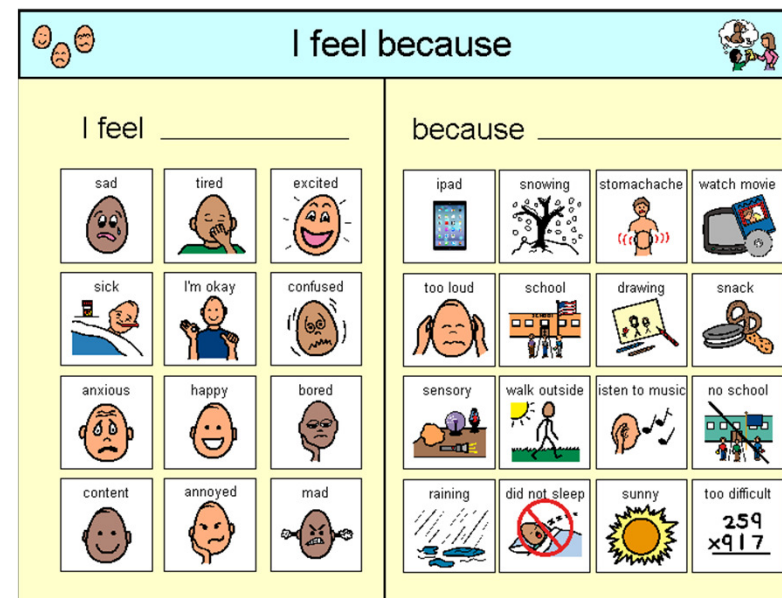
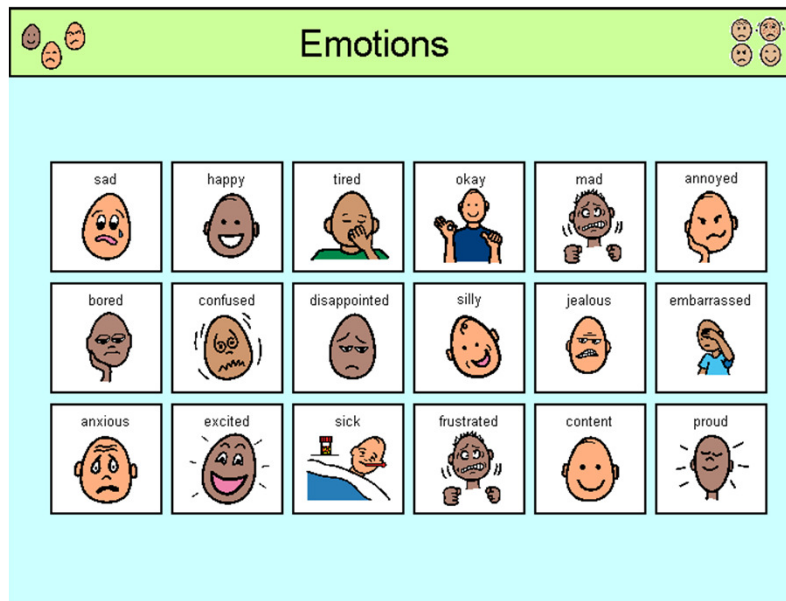
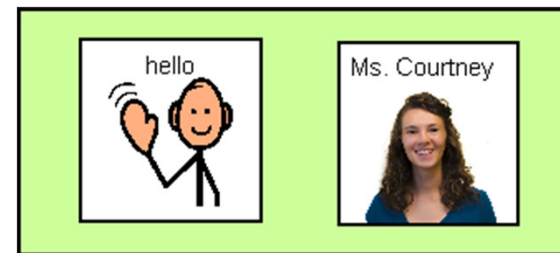
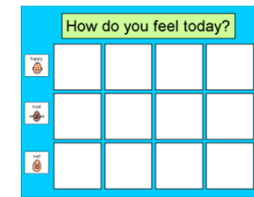
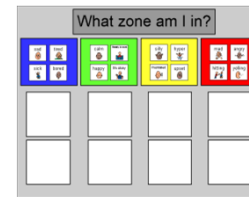
Art Therapy and Social Skills

- Enjoyable group activities can be useful to facilitate social interactions and friendships. (D'Amico & Lalonde, 2017)
- Elkis- Abuhoff (2008) – case study
“noted that during the art based activities and role play sessions, the young woman developed new social abilities, communicative skills and coping strategies as she gained confidence in social situations...” (D'Amico & Lalonde, 2017)
- Impairments in social interactions consists of deficits in the usage or comprehension or eye contact, facial expression, and body postures. (Richard, More & Joy, 2015)



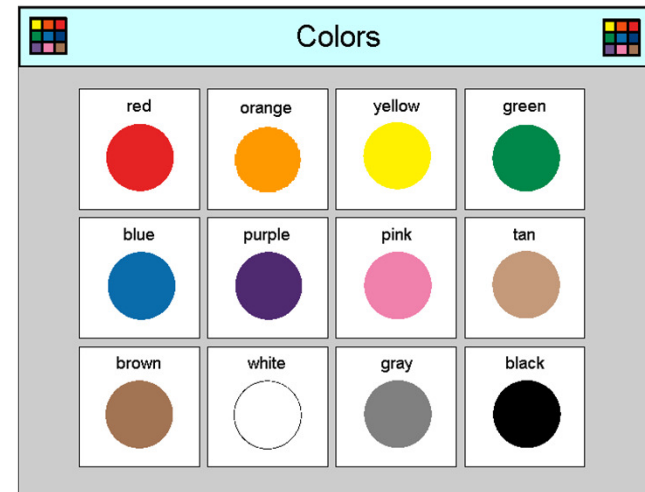
Art and Beginning Social Skills

- Greetings
- Emotion identification
 - Zones of Regulation
- Turn taking
 - Passing of supplies



Art and Intermediate Social Skills

- Emotion Identification
 - Emotion paintings
 - Color labeling
- Context
 - Noticing classroom surroundings



Art and Higher Level Social Skills

- Group art projects
 - Bridge building
 - Carousel activity
 - Hand print canvas
 - Line drawing

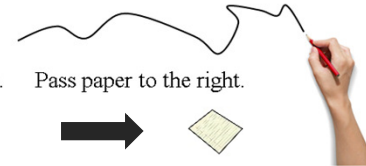


Group Line Drawing

1. Pick a color.



2. Draw a line.



3. Pass paper to the right.



4. Draw a line on every paper

Group bridge project



With a partner, you will design a bridge out of Popsicle sticks and Elmer's glue. The bridge must be long enough to cross a river 5 inches wide and tall enough for a 2 inch tall boat to float down the river.

Day 1: Design bridge on paper with partner. Get approval by Ms. Courtney to start building.

- Supplies needed- Elmer's glue and Popsicle sticks
- Do not soak the popsicles in glue, use sparingly.

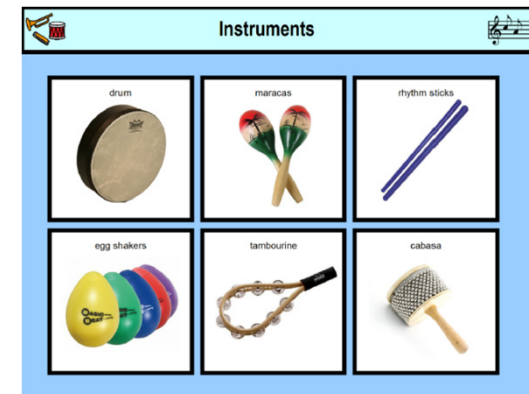
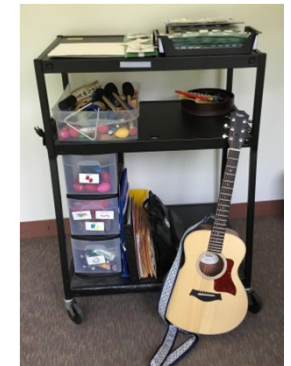
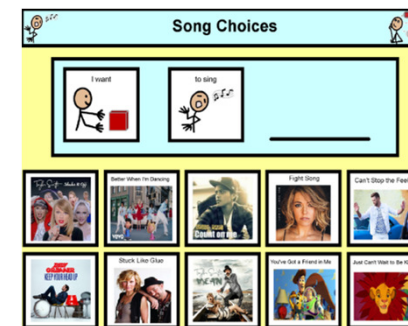
Day 2: Continue building bridge.

Day 3: Present bridge to class.

- Name your bridge.
- Tell how you and your partner designed bridge
- Was it easy or hard to build?

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.



Music Therapy and Social Skills

- Music interventions such as music performance, movement to music and improvisation were effective in improving social competence in children and adolescents with social deficits (Gooding, 2011).
- The use of rhythmic cues and music structure in music therapy sessions may improve joint attention and eye gaze in children with autism (LaGasse 2014).
- Differences in simple versus complex music can improve joint attention responses of children with autism spectrum disorders (Kalas, 2012).



Music and Beginning Social Skills

Participation in group sessions/activities as a group.

- Parachute
- Stretchy Band
- Playing all similar instruments as a group

Joint Attention: engaging in the same object/experience at the same time

- Ocean Drum
- Djembe
- Gathering Drum
- Kokoriko



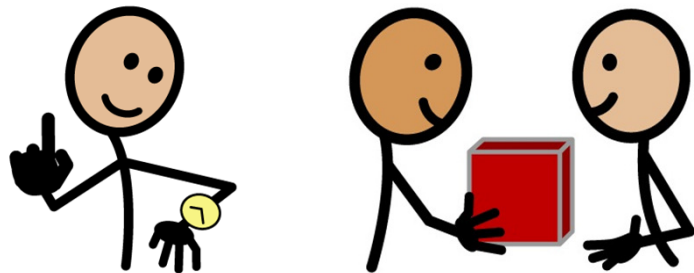
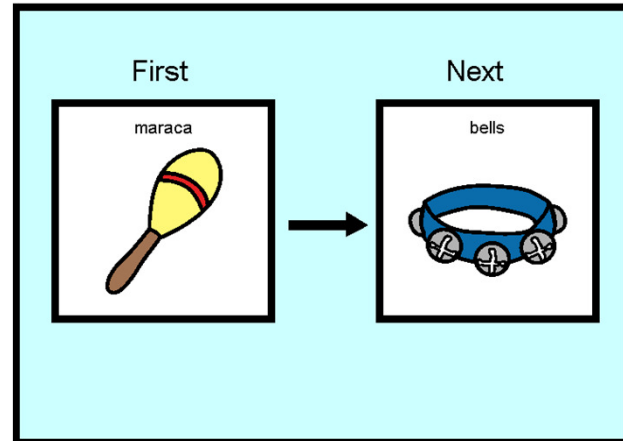
Music and Intermediate Social Skills

Turn Taking

- Utilizing instruments for turn taking
- Visuals to promote turn taking

Musical Elements to Promote Turn Taking

- Structure
- Tempo
- Silence



Music and Higher Level Social Skills

Lyric Analysis

- Uses listening techniques to facilitate a dialogue based upon the content of a song (Silverman, 2009).
- Selecting songs that correlate with social themes can help provide examples as well as opportunities to think critically about social skills concepts.

Sample Themes:

- Friendship
- Perspective Taking
- Filtering Speech
- Bullying vs Teasing
- Disguising Disgust



Lyric Analysis Examples

Mean-Taylor Swift

- Bullying vs Teasing
- Lyrics alternate between feelings when bullied then positive thoughts for the future
- Video itself provides three concrete examples of bullying and overcoming it



Umbrella-Rihanna

- Friendship
- Great use of figurative language
- Can use the “umbrella” metaphor to discuss how we help our friends



Recreational Therapy at Monarch

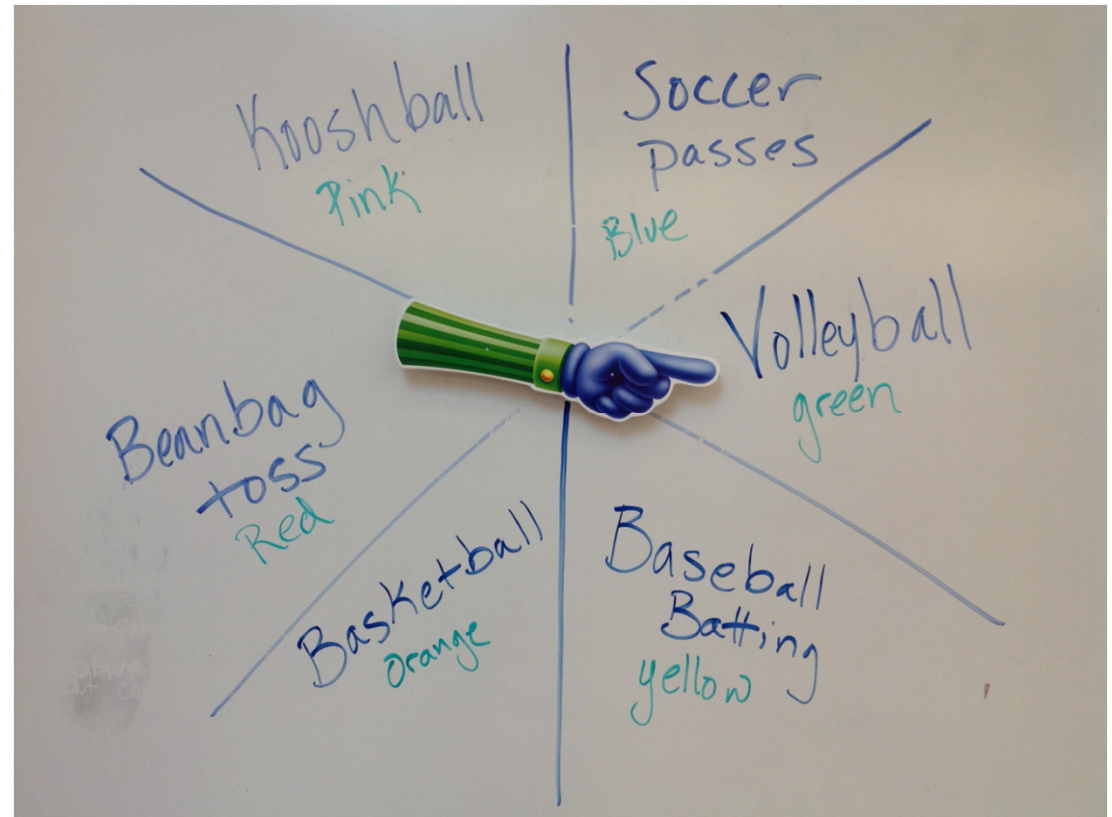
At Monarch, recreational therapy is used to promote motor function and leisure skills. Students move through activity stations following video models both to provide an opportunity for independence and assist classroom staff in understanding each station.

Sessions are focused to target vestibular and proprioceptive sensory input, strengthening, static and dynamic balance, range of motion, body awareness, and coordination as well as introducing sport, fitness, and leisure skills.



Recreational Therapy and Social Skills

- Turn taking
- Gaining attention
- Reading nonverbal cues
- Appropriate commenting and sportsmanship
- Participating in non-preferred activities
- Group goals



Recreational Therapy and Social Skills

Our younger classes complete themed activity stations that work on overall motor skills and included at least one activity to complete with a partner each week.



Recreational Therapy and Social Skills



Recreational Therapy and Social Skills

- Partner and group teambuilding games and sports
 - Competitive versus cooperative activities
- Soccer and hockey human foosball
- Volleyball
- Tchoukball
- Towerbuilding
- Slingshot
- Human Hungry

Hungry Hippos



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 Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders-V* (5th ed.). Arlington, VA: American Psychiatric Publishing.

American Therapeutic Recreation Association. (2017). [electronic resource]. <https://www.atra-online.com/>.

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

Cook, C.R., Gresham, L.K., Barreras, R.B., Thornton, S., & Crews, S.D. (2008). Social skills training for secondary students with emotional and/ or behavioral disorders: A review and analysis of the beta-analytic literature. *Journal of Emotional and Behavioral Disorders, 16*, 133-144

D'Amico, M. & Lalonde, C. (2017). the effectiveness of art therapy for teaching social skills to children with Autism Spectrum Disorder. *Journal of the American Art Therapy Association, 34*(4), 176-182.

Elkis-Abuhoff, D. L. (2008). Art therapy applied to an adolescent with Asperger's syndrome. *The Arts in Psychotherapy, 35*, 262-270.

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

Gooding, L. F. (2011). The effect of a music therapy social skills training program on improving social competence in children and adolescent with social skills deficits. *Journal of Music Therapy, 48*(4), 440-462.

Kalas, A. (2012). joint attention responses of children with autism spectrum disorder to simple versus complex music. *Journal of Music Therapy, 49*(4), 430-452.

Kolb, S.M., & Hanley-Maxwell, C. (2003). Critical social skills for adolescents with higher incidence disabilities: Parental perspectives. *Exceptional Children*, 69,163-179

LaGasse, A. (2014). Effects of a music therapy group intervention on enhancing social skills in children with autism. *Journal of Music Therapy* ,51(3), 250-275.

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.

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

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

National Center for Health, Physical Activity, and Disabilities (2017). [electronic resource]. Sensory Considerations for Individuals with Autism in Physical Activity and Recreation Programs. <http://www.nchpad.org/>

Richard, D. A., More, W. & Joy, S. P. (2015). Recognizing emotions: Testing an intervention for children with Autism Spectrum Disorder. *Journal of the American Art Therapy Association*, 32(1), 13-19.

Silverman, M. J. (2009). The Use of Lyric Analysis Interventions in Contemporary Psychiatric Music Therapy: Descriptive Results of Songs and Objectives for Clinical Practice. *Music Therapy Perspectives*,27, 55-60.

Schleien, S., Krotee, M., Mustonen, T., Kelterborn, B., & Schermer, A. (1987). The effect of integrating children with autism into a physical activity and recreation setting. *Therapeutic Recreation Journal*, 21(4), 52-62.

Schweizer, C., Spreen, M., & Knorth, E. J. (2017). Exploring what works in art therapy with children with Autism: Tact knowledge of art therapists. *Journal of the American Art Therapy Association*, 34(4), 183-191.

Zabriskie, R. B., Lundberg, N. R., and Groff, D. G. (2005). Quality of Life and Identity: The Benefits of a Community-Based Therapeutic Recreation and Adaptive Sports Program. *Therapeutic Recreation Journal*, 39(3), 176-191.