



## CASE STUDY

## MUSICAL EXPRESSION

Date of Enrollment: 01-04-2021

Registration No.:

L013

Case Study Date: 25-11-2022

## I. LEARNER'S DATA

Full Name: Filipa

name to be addressed: Filipa

Date of Birth:

15-01-1993

Age:

29

Gender:

 F M

Level of Education:

12º Grade

Diagnosis: Wilson's Syndrome

Address: Rua das Pedras

Zip Code: 2222-111

Telephone:

Nationality: Portuguese

Mobile phone:

999999999

Citizen Card: 12345678

Valid through:

30-11-2030

## II. LEARNER'S RESPONSIBLE DATA

Full Name: Ana

Kinship/Relationship: Mother

Date of Birth:

30-4-1970

Age:

52

Gender:

 F M

Address: Rua das Pedras

Zip Code: 2222-111

Telephone:

Nationality: Portuguese

Mobile phone:

999999999

	<i>InAutism – Fostering Adult Integration</i>	MOD: 015/00
---	---	-------------

Citizen Card:

Valid through:

**III. GROUNDS FOR REGISTRATION IN THE PROJECT**

Filipa is a cheerful young adult, who likes to relate to others, colleagues or technicians, even though she has some difficulty in understanding the limits of the various types of interpersonal relationships. He has good communication skills, with an adjusted vocabulary and an understanding of the information within the expected range, even using an alternative communication system (in this case, he uses an alphabet where he points to the letters of the words he intends to communicate). In this sense, Filipa's participation in the project would provide her with the opportunity to improve her skills related to interpersonal relationships, as well as the possibility of experiencing new intervention methodologies, meeting new technicians and new colleagues who could help her to be a young more participatory and confident.

**IV. SUMMARY OF THE DIAGNOSTIC EVALUATION**

1. Communication area: Understands and expresses himself through appropriate language, with an alternative communication system.
2. Social Interaction area: He likes to interact with others, colleagues or technicians, even if he has some difficulty in understanding the limits of the various types of interpersonal relationships.
3. Cognitive Skills area: has good visual perception skills and reading, writing and math skills.
4. Autonomy in Activities of Daily Living: The Learner is dependent on activities of daily living.
5. Global and Specific Motricity: Severe motor impairment. The Learner uses a wheelchair to move around and has many difficulties in controlling the movements of her right upper limb.
6. Behaviour: Presents appropriate behaviour for contexts most of the time.

**V. GROUNDS FOR REGISTRATION IN THE MODEL**

Participation in the model would give Filipa the opportunity to improve her relationship skills with others, namely with regard to establishing interpersonal relationships with peers in an adjusted way. It could also benefit with regard to the expressive component, in particular through music, allowing you to express yourself emotionally through the exploration of instruments, body movements and sound production. It is also believed that participation in the

ERASMUS+ KA 204 Project 078527	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria Asociación Autismo Vigo Peacepainting	<b>2/9</b>
-----------------------------------	--	------------

Musical Expression model would be an asset for Filipa, given her difficulties at a motor level, in the sense that the proposed activities provide body and rhythmic movements, thus stimulating the motor dimension.

## VI. INITIAL EVALUATION AND INTERVENTION OBJECTIVES

The initial evaluation of the Musical Expression was carried out by filling in the grid on the Model's Evaluation Form, at the end of the first session. It is a Likert-type scale, from 0 to 3, where 0 corresponds to “does not comply”, 1 corresponds to “complies with a lot of help”, 2 “complies with little help” and 3 “complies”.

The Learner’s initial assessment is as follows:

Evaluation Grid	0	1	2	3
The learner reproduces rhythms		x		
The learner associates auditory stimuli with body movements			x	
The learner visually recognizes more than 5 instruments				x
The learner auditorily recognizes more than 5 instruments		x		
The learner explores musical instruments			x	
The learner improvises sequences of movements following sounds			x	
The learner improvises rhythmic sequences with instruments			x	

As we can observe from the initial assessment, in general, the Learner presented skills at an average level with regard to the evaluated variables.

The main objectives of the intervention were related to the promotion of body and emotional expression through music, exploration of different rhythms using the body component, visual and auditory recognition of musical instruments and the development of improvisation skills in a musical context.

## VII. INTERVENTION DESCRIPTION

The intervention of Musical Expression was based on three main domains, namely expression through the rhythmic component, through the exploration of instruments, including the voice, and through improvisation exercises.

A total of 15 sessions were held, two of which were evaluation sessions (the first and last sessions) and 13 were group intervention sessions. The intervention sessions lasted about 30 minutes (10 minutes for the opening song and 20 minutes for the main activity of the session). The frequency of the sessions was twice a week, in the context of an activity room.

The intervention had the following structure:

Session Number	Intervention Area	Activity
1	Initial Evaluation	Introduction to the Song “Welcome” Created by the “InAutism” Band Completion of the Model Evaluation Form
2	Rhythm	Song “Welcome” Mirror of rhythms
3		Song “Welcome” Rhythm sequences with the body
4		Song “Welcome” Rhythm sequences with instruments
5		Song “Welcome” bouncy hats
6		Song “Welcome” musical parachute
7	Instruments	Song “Welcome” The maestro
8		Song “Welcome” Who’s who?
9		Song “Welcome” sonic bingo
10	Improvisation	Song “Welcome” magic dice

	<i>InAutism – Fostering Adult Integration</i>	MOD: 015/00
---	---	-------------

11		Song “Welcome” Broken musical phone
12		Song “Welcome” Human notes
13		Song “Welcome” “ <i>InAutism</i> ” Band
14		Song “Welcome” “ <i>InAutism</i> ” Band
15	Final Evaluation	Song “Welcome” “ <i>InAutism</i> ” Band presentation Completion of the Model Evaluation Final Form

As can be seen in the structure above, all sessions began with the “Welcome” song, a song that served not only as a warm-up, but also as an introduction to the main activities that followed. Taking into account that the Learner does not have verbalization skills, gestures related to each phrase of the song were combined, thus enabling Filipa to participate in the interpretation of the song.

The Learner participated in all sessions, always showing involvement and interest in the proposed activities and tasks, and referring to feeling satisfied with the type of activities carried out and with her participation in them.

In the activity “the jumping hat”, the Learner proved to be very fun and involved in the task, performing the hat changing movements with a sense of rhythm, music intensity and speed. Below is an image of the aforementioned session.



Another of the outstanding activities was the session where the “human notes” were carried out, when the Learner was always attentive to her turn to ring the bell and complied with the instructions correctly throughout the session. In the end, he autonomously constructed a sequence of notes for the other colleagues to reproduce, as we can see it in the image below.



Finally, the presentation of the band “InAutism” should be highlighted, a moment of great enthusiasm and satisfaction not only for Learner, but for the whole group. There was a great team spirit and strong mutual help among the group members, which provided moments of learning and promotion of interpersonal relationships between peers. In this sense, it is considered that this activity was an asset in terms of fostering new friendships with colleagues,

as well as maintaining existing connections. Below is an image of the band “InAutism”.



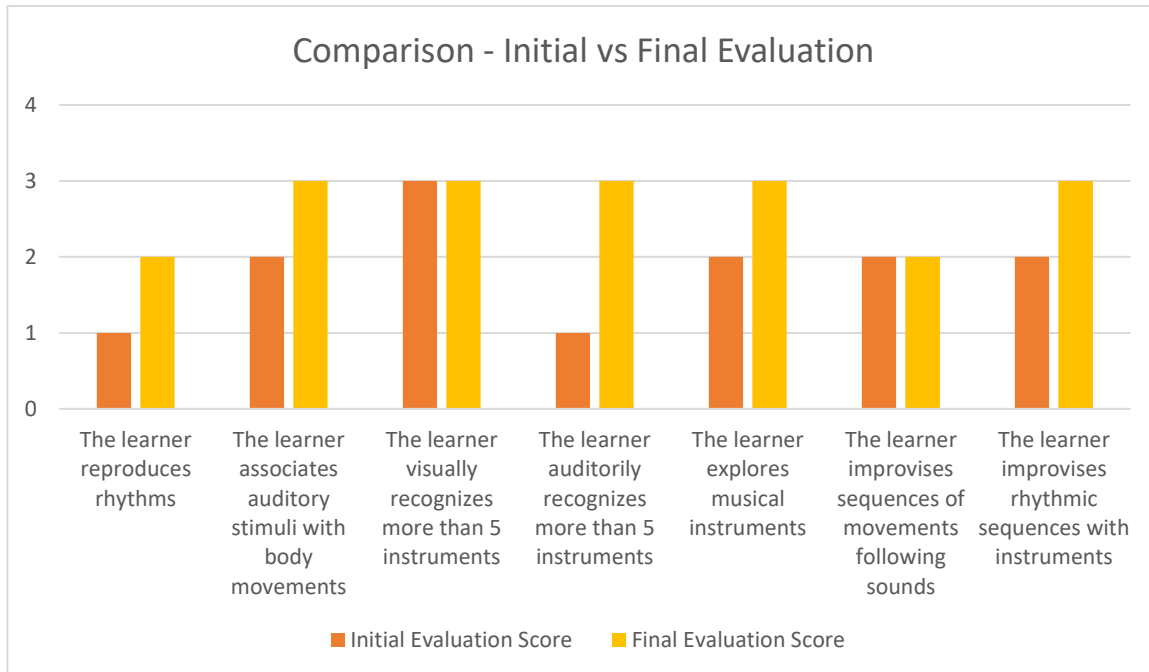
These were some of the examples of activities carried out in Musical Expression, with others equally relevant and with great involvement on the part of the Learner.

### VIII. FINAL EVALUATION, CONCLUSIONS AND RECOMMENDATIONS

The final evaluation was carried out at the end of the last session, filling in the Model Evaluation Form grid again, and comparing the scores with those of the initial evaluation. Below is a grid with the Learner's scores in her final assessment, as well as a comparative graph of her progress.

Evaluation Grid	0	1	2	3
The learner reproduces rhythms			x	
The learner associates auditory stimuli with body movements				x
The learner visually recognizes more than 5 instruments				x
The learner auditorily recognizes more than 5 instruments				x
The learner explores musical instruments			x	
The learner improvises sequences of movements following sounds				x
The learner improvises rhythmic sequences with instruments			x	

Note that 0 corresponds to “does not comply”, 1 corresponds to “complies with a lot of help”, 2 “complies with little help” and 3 “complies”.



As we can see in the graph above, the score obtained in the final evaluation was clearly higher compared to the initial evaluation, thus considering that the intervention was successful. It is highlighted, for example, in the indicator “The learner recognizes more than 5 instruments aurally”, the Learner initially needed a lot of help, and at the end of the intervention she evolved to the maximum score, being able to recognize the sound of the instruments autonomously. With regard to the association of auditory stimuli with body movements, exploration of instruments and improvisation of rhythms, the Learner, who previously needed some help, ended the intervention managing to fulfill the indicators autonomously.

With regard to the Learner's performance throughout the sessions, it is considered that she was involved, committed and motivated in all sessions, which can work as a relevant factor for the success of the intervention. It is also highlighted that the relationship between the Learner and her colleagues in the group was an added value in her participation, as the group effect seems to have contributed to her involvement in the sessions.

With regard to the activities carried out, the Learner mentions the activity with the broken musical telephone as her favourite, along with the “Welcome” song.



	<i>InAutism – Fostering Adult Integration</i>	MOD: 015/00
---	---	-------------

It should be noted that, taking into account that the Learner does not have verbal language skills, the song was adapted for gestures so that she could participate. The activity that he said he liked the least was the task of reproducing rhythms with the various parts of the body. Even so, the Learner performed well both in the activities that were to her liking and in those she enjoyed the least.

It should be noted that the Learner has severe difficulties in expressing herself through verbal language, communicating through an alternative communication system. Even so, his evolution in Musical Expression was notorious, having managed to acquire knowledge and skills despite his limitations. In short, it is considered that the Learner's participation in the Musical Expression Educational Strategy was an asset, not only in promoting skills, but also in expressing emotions through music and in developing/maintaining healthy interpersonal relationships.

ERASMUS+ KA 204 Project 078527	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria Asociación Autismo Vigo Peacepainting	<b>9/9</b>
-----------------------------------	--	------------