

INTELLECTUAL OUTPUT CHARACTERIZATION FORM

Musical Expression

I. TARGET-GROUP

Adult people with Neurodevelopmental Disorders with weak social and personal skills, in terms of relationships, interaction, development / maintenance of friendships, low autonomy and quality of life.

II. GENERAL OBJECTIVES

1. Supporting adults with autism in the acquisition and development of essential skills for participation in society;
2. Cover an educational intervention (cognitive, emotional and relational);
3. Supporting significant others, family members, educators and technicians, expanding skills and intervention capacity.

III. SPECIFIC OBJECTIVES

The specific objectives of Musical Expression are as follows:

- Promoting body and emotional expression through music;
- Explore different rhythms using the body component;
- Visually recognize musical instruments;
- Recognize musical instruments through the sound they produce;
- Develop the ability to improvise in a musical context.

IV. TECHNICIAN PROFILE

Technical Specialization

Psychologist **x**

Psychomotrician

Speech Therapist

Occupational Therapist

Social Workr

Assistant Technician

	InAutism – Fostering Adult Integration	MOD: 016/00
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Social Worker x

Plastic Artist x

V. PROCESS

The Intellectual Output XIII refers to the Musical Expression Educational Strategy. Musical Expression plays an indispensable role in an individual's life, both in the development of creativity, imagination and rhythmic awareness, as well as in other fundamental skills, such as language and expressive capacity.

There are a total of fifteen sessions, two of them for evaluation (initial and final) and thirteen for intervention. The sessions are of a group nature, last approximately 30 minutes each, take place in the context of an activity room and are held twice a week.

For this module, firstly, the Assessment of the Learners is carried out. The evaluation of Musical Expression is based on a grid created specifically for this purpose, where the main dimensions worked on during the sessions are evaluated. 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 evaluation grid is filled in by the technician during the first session and filled in again during the last session, in order to compare the progress and success of the intervention, and the consequent relevance of the module.

Once the initial assessment is completed, the intervention sessions begin. The intervention is divided into 3 areas of action, namely Rhythm, Instruments and Improvisation, and considers body and emotional expression through music as the main focus of intervention.

VI. CASE STUDIES

National and international.

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