Improvisational Music Therapy for Preschool Autistic Children: a Research Project and Process
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The research project presents:
• long-term qualitative multiple-case study (2011 – 2015)
• including four preschool autistic (ASD) children
  • from public kindergarten with special ASD classes in Brno, Czech Republic
  • with impairment in social interaction
  • without previous experience of music therapy

Character of music therapy (MT) intervention:
• improvisational + individual
• 30 minutes/week for one school year (each child)

Research questions:
1. How do the preschool autistic children accept and experience the music therapy?
2. How does music therapy intervention influence the social interaction of preschool autistic children?
3. Do teachers of preschool autistic children perceive the influence on the social interaction of these children? Eventually, how do they perceive it?

Partial research results (case study of M.):

Ad.1.: The acceptance of music therapy by M. performs in cyclic returning to contradicting expressions, namely he starts to play the instrument immediately after talking about stopping.

From the beginning shows no anxiety in using new instruments but mostly refuses singing.

Ad.2.: The music therapy by M. influences the social interaction in sharing attention (interest, activities and emotions).

M. gradually learns interactional activities he finds interesting and uses them with a longer attention span; for example: joins turn-taking plays, imitates therapist's play after being imitated by therapist.

Conclusion:
The research is going to be completed in 2015.

Considered intervening conditions:
• Child’s development (during 10 months of intervention)
• Mother’s and family situation or changes
• Changes in pharmaceutics

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Resources: