

Developing Communication in People with ASD, with the Help of Music

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Abstract: *The development of communication is a fundamental pillar in the development of the child and necessary for the development of social skills. Research over the decades has been devoted to understanding the connection between music and our cognitive processes, such as learning, language, and symbolic understanding. They showed that this therapy facilitates the development of speech in patients with autistic spectrum disorders. There are two types of music therapy: active and passive. If in active therapy the subject plays an instrument, sings or dances; Passive therapy aims to induce the patient into a state that allows a complete process for the person through listening sessions of 20 to 30 minutes in which vibrations and musical waves help regulate the frequencies of the brain.*

Key-words: *music, therapy, learning, language, processes, speech, development.*

1. Introduction

In the rearmost edition of the Diagnostic and Statistical Manual of Mental diseases (DSM-5) it conceptualizes autism diapason complaint (ASD) as a neurodevelopmental complaint characterized by patient failings in communication and social commerce and by the presence of possible patterns, restrictive and repetitious geste, interests or conditioning. In the treatment of ASD were used different types of interventions. One of these intervention strategies is enterprises communication and social commerce through music remedy. It's the fashion that allows open communication channels to favour the socialization of these people and ameliorate their quality of life.

According to the World Music Therapy Federation (WFMT), this fashion tries to achieve a professional use of music and its rudiments as an intervention in medical, and educational surroundings, with individualities, groups, families or communities, every day optimizing the quality of life (WFMT, 2011).

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The American Association of Music Therapy (AMTA) defines music remedy as a substantiation- grounded clinical intervention, achieving personalized pretensions within a relationship, the treatment being carried out by an accredited professional.

Melotherapy is an approach that aims to promote the balance between the emotional, intellectual and social development of the child, and is distinguished from music education and music assignments, the pretensions of which are reciprocal. It should be emphasized that the purpose of music remedy isn't to educate the running of a musical instrument, while the ways that enthrall a central position include free or structured musical extemporizations, songs or simply harkening to music aimed at perfecting the quality of life and cultivating a positive relationship between the child, his family and the therapist (Wigram 2002). Melotherapy brings positive results to children with autism (Duffy and Fuller 2000)

- interrupts the patterns of insulation and social pullout, while perfecting social-emotional development.

- facilitates verbal and non-verbal communication.

- reduces the actions that characterize the disturbed perceptual and motor development.

- facilitates creative tone expression and promotes emotional fulfilment.

- supports the families of people with autism.

- contributes to the opinion and evaluation of autism.

This particular approach is grounded on the supposition that the hypersensitive hail of children with autism contributes to behavioural problems and prevents learning in educational surroundings.

To apply the system, an audiogram is needed to determine the frequency to which the person is most sensitive. Altered frequentness regulate and train the inner observance and brain. However, also the electronic device regulates and controls the intensity of this frequentness. If the learner's audiogram indicates some acuity to a certain frequency. There's no clear scientific data to support the effectiveness of the system in children with autism, for this reason, further exploration is demanded (Dempsey and Foreman 2001).

2. Object

Complete the communication skills of children with autism on knowledge tasks through song interventions.

The purpose of this study is to provide a relaxed perspective and to investigate how treatment with musical means affects interpersonal relationships,

and more specifically language, in children with autism. parameters are estimated according to the structure of the ADI-R by ADI-R (Autism Diagnostic Interview-Revised) and DISCO (Individual Interviews for Social and Communication Disorders) focused on information gathering by parents of children with ASD will focus on a variety of sources similar to trainers and supervisors. From a behavioral perspective, the Autotest (Childhood Autism Rating Scale) identifies behavioral deviations relative to peers (Díez-Cuervo et al. 2005).

Because music therapy affects the development of emotional empathy, it is based on inner experiences and mimics the emotional states of others (Rabinowitch, Kreuz, and Burnard, 2012, 484). Music can be the reason why it tends to bring people together in terms of orchestration and shared attention. This joint attention is therefore useful for empathy and communicative contact in people with ASD

Homogenized assessment tests are highly procedural and do not allow rigorous investigation of a child's creative nimbleness, especially for conditions similar to AS AS TSA (Wigram, T. and Gold, C. 2006.).

The case of dynamic therapists in music therapy is important because no homogenized specific assessment tool reveals specific fundamental characteristics of communication analogous to musical lightness. On the other hand, if commerce and evaluation encourage children to be compassionately involved and share experiences, situations of distributed attention entail children's ability to participate in heroic deeds with others (Wetherick 2014.)

The efficacy of melotherapy and its impact on oral language expression and development in cases of ASD is evidenced by large differences in follow-up and intervention outcomes. For this reason, music therapy shows positive behavioral outcomes.

Results of her ASD and its communication disorder cases in group analysis favored relational music therapy versus control group status in terms of full verbal communication behavior (Gattino, G. et al. 2011). The impact of this music therapy is discussed in Dillenburger, K. et at. (2014) on verbal communication and social commerce. Because these verbal expressions are an integral part of the case, both in remedies and in everyday life, it is hoped that verbal communication skills in ASD cases will improve over time, reflected in the research.

3. Method

Music therapy sessions revolve around the patient's emotional and expressive development. We work with children diagnosed with autism who need to be

integrated into class groups due to communication and interaction problems with their peers. The music therapy process begins with the correct placement of spaces and materials. A specific song or melody was used for each session. In this way a bridge is created between the therapist and the patient. It usually starts with a simple song to create the necessary rapport and communication to facilitate the session. The therapist uses active and receptive techniques, such as songs and musical games, to create trusting relationships and a willing interest in participation (Jauset Berrocal, JA 2012).

As a tool for assessing ASD, emphasis is placed on the musical component of therapy that analyzes alterations or deficiencies in children's improvisation. It is a complex, detailed and extensive method of analyzing musical material from music therapy sessions to provide relevant evidence for its effectiveness.

4. Results

The object of study focuses on a child named Tudor, who is schooled in the sixth grade. She has ASD (Autism Spectrum Disorder), and she is a quiet child who needs attention. Tudor has difficulty initiating communication, imitating, and repeating the behaviour of his classmates, and presenting episodes of ecolaly. According to the teachers in the classroom, Tudor has preferences for movement and music activities. Tudor also has a shadow (accompanying). He is a child who wants to manifest himself in front of his peers. For its development were proposed two intervention techniques were used: observation and questioning. Observation technique: Tudor was observed when listening to music and trying to acquire information transmitted by teachers or colleagues. Thanks to this technique it was possible to obtain information about Tudor's cognitive, affective and above all psychomotor capabilities and needs. This technique served to observe Tudor's behaviours in the classroom and beyond.

Interrogation technique: different questions were used during activities during classes to establish daily attitudes and behaviours.

To communicate with Tudor, I tried to gain his trust. His integration into the ranks of the class, and his positioning as a student with the same rights as all the other children made Tudor begin to communicate. In the first phase, I taught Tudor to give names to the sounds and not to the graphic form them. He began to teach them by their sonorous height. Then I had him find the right colours for each sound. Every student in the class did so. Tudor found a correspondent for the sound of the blue do, for the color green, and for the soil the colour yellow. Interestingly, some of the children have found correspondence for the ground

sound black colour. We began to listen to different examples from several musical genres, some examples physically affected Tudor by taking his hands to his ears and coming out of class, at other examples he listened quietly and seemed to understand them. I started talking to the class about sound frequency. At this point, Tudor, began to tell us about frequencies we started talking about musical software, and he was interested, when we heard again an example, folk of this time, he took his hands to his ears and walked out of class. I then surprised him by watching cartoons, and then I remembered Disney's Fantasy and began to exemplify with examples from this video. He liked the Sorcerer's Apprentice the most, a versified story of Johann Wolfgang von Goethe put on notes after 100 years by Paul Dukas. The next day Tudor was waiting for me in the hallway, took me in his arms and told me that he was glad to see me. It was the moment when we started communicating. We started talking about the carol concert and saw some interest in them. I asked the students to learn a carol with me and Tudor started singing too. He asked me to leave him on the blackboard. He began to make a program for a carol concert, with date, poster, presentation materials, the number of carols we will perform and finally the placement on stage. He began to explain to the class how the show would unfold. From individual communication we got to group communication, and that's because of music. Our experience will continue throughout the school year with the belief that music will integrate this particularly intelligent child into society.

5. Conclusions

Returning to the question of how and to what extent does music therapy influence the development of communication in people with autism? We can say that Melotherapy helps to improve communication and emotional expression. Shortly after the start of the intervention, the educators noticed changes in the communicative actions and these changes automatically contribute to the intervention with the music. Everyone who has been treated with music therapy tends to have better results in their communication processes.

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