




The effect of music on the communication behaviour of students with severe intellectual disability.

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Benefits of music therapy?

- Focus on educational benefits
- Students with severe intellectual disability
- Case study and qualitative research
- Evidence base
- Agree to work together



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With and without music

- Broad focus on the use of music
 - Music as use of voice and instruments
- Communicative behaviour
- ABAB design - aimed for 6 sessions in each phase
- A - sessions without music
- B - sessions with music



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Data

- All sessions video-recorded
- All sessions coded
 - Form of behaviour of student and RMT
 - Turns
 - Opportunities offered by RMT
 - Responses by RMT
 - Intentionality of student behaviour
 - Function/intent of student behaviour



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Data

- Reliability data from another coder, whole sessions, or portions of sessions
- Mutually exclusive code disagreements coded as only one error, eg Intent
- Form was the basic data, if no agreement on form, other elements not considered for reliability
- Data then tallied - obvious coding errors corrected


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Participants

- Four therapists and their students with severe disabilities
- Individual music therapy sessions
- We will report on two pairs

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E. and E.




- E (student)
- 9-year-old boy
- Severe intellectual disability
- Cortical vision impairment
- Spastic quadriplegia and cerebral palsy
- Wheelchair for mobility
- Could activate a suitably positioned switch

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E. and E.




- RMT had worked with E. for 2 years
- Humanistic style
- 20-30 minute sessions weekly
- Participated in team planning and contributed to development of ILP

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E. and E.



- Reliability of data (data on 12 sessions)
- Complex and multiple factors to be coded (excluded some)
- For RMT, overall reliability good
- For student - problems with
 - Form - facial expression (8 sessions)
 - Intent (8 sessions)

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Results







Opportunities provided per one goal directed behaviour

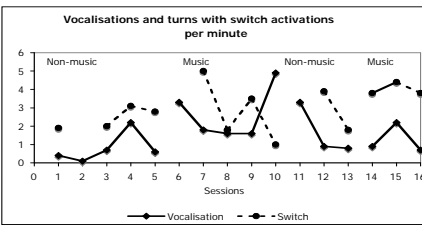
Session	Opportunities	Condition
1	5.0	Non-music
2	3.5	Non-music
3	2.5	Non-music
4	3.5	Non-music
5	2.5	Non-music
6	2.0	Non-music
7	2.5	Non-music
8	2.5	Non-music
9	2.0	Non-music
10	2.5	Non-music
11	2.0	Non-music
12	3.0	Music
13	2.0	Music
14	2.5	Music
15	2.0	Music
16	2.0	Music

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Results







Vocalisations and turns with switch activations per minute

Session	Vocalisation	Switch	Condition
1	1.5	0.5	Non-music
2	0.5	0.5	Non-music
3	1.5	2.5	Non-music
4	2.5	3.5	Non-music
5	0.5	3.5	Non-music
6	3.5	1.5	Non-music
7	1.5	1.5	Non-music
8	1.5	1.5	Non-music
9	3.5	1.5	Non-music
10	5.0	1.5	Non-music
11	3.5	1.5	Non-music
12	1.5	1.5	Non-music
13	1.5	1.5	Non-music
14	3.5	1.5	Music
15	4.0	1.5	Music
16	1.5	1.5	Music

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M. & S.




- S. is a 13 year old girl
- Combined physical and intellectual disabilities
- No specific diagnosis
- Communicates mostly at pre-intentional or early-intentional level
- Can request repetition of favourite activities using smiling, vocalisations and gesture/body movement
- Rarely initiates interaction

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M. & S.




- RMT had worked with S. for 5.5 years
- Always in group programs prior to data collection
- Humanistic style with some behavioral influences
- 25 minutes sessions
- Contributed goals to ILPs

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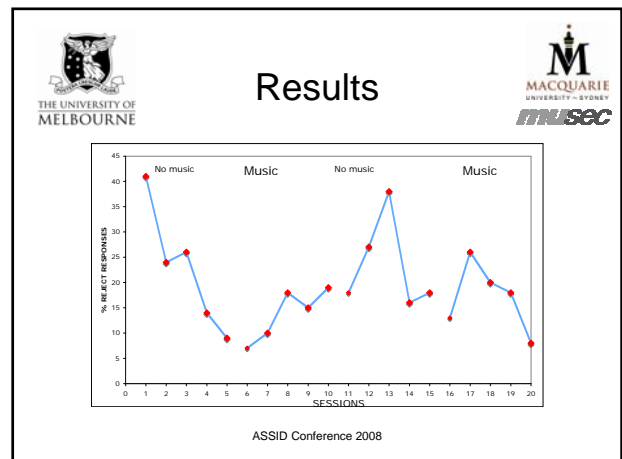
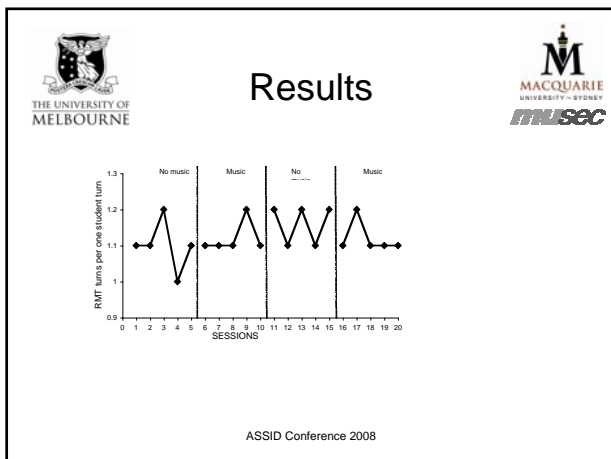



M & S




- Reliability of data (6 complete sessions coded by two coders).
- For RMT - overall good except for one music session and for responses to student (very few per session)
- For student - overall good except for one music session and function

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Conclusions



- At this point we cannot see clear differences in the music/non-music for the things we have coded
- RMT works to engage student successfully in both conditions
- Students are responsive in both conditions
- What should we look for?
 - Person directed behaviour?
 - Object directed behaviour?

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- Contributing to increasing understanding of how and why music is a necessary part of healthy communities
- www.mccp.unimelb.edu.au/music-and-wellbeing
- Grab a postcard and register your interest early – places are limited

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