



Communicating Compassionately Through Arts (A Journey of Arts Based Therapy)

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Communicating Compassionately Through Arts

A Journey of Arts Based Therapy

A project report in fulfillment of ABT course 2018 prepared by

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Study conducted at Snehadhara Foundation, J.P.Nagar, Bangalore

January-2018

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ABSTRACT

The population for this project is a heterogeneous group comprising of children on the Autism Spectrum and ADHD(Attention deficit hyperactivity disorder). In this group some are verbal and some are nonverbal. The children are in the age group of 9 to 14 years. The assessment domains for this group identified using Arts Based Therapy (ABT) is to improve physical alertness along with improving attention span, impulse control and enhancing vocalization and basic vocabulary. The ABT sessions were planned keeping these THERAPEUTIC GOALS (TG) identified for clients in focus. The action research consisted of 36 contact sessions incorporating different artistic skills.

Each client was assessed in three focused areas: physical alertness, attention and impulse control and speech and language. In each of these TG's each client received two performance scores based on the assessment form. All the above mentioned TG's observation formats were filled by both parents and facilitator. The assessment forms were filled in October at the beginning (pre) of the research and again in January second week (post).

In each of the three areas, the score of each child was calculated by averaging the scores from the each form and consolidated. In each of these areas both negative and positive results have been observed.

SECTION 2: INTRODUCTION

2.1 THE LARGER PROBLEM

The population for this project is a heterogeneous group comprising of children on the Autism Spectrum and ADHD((Attention deficit hyperactivity disorder). In this group some are verbal and some are nonverbal. The children are in the age group of 9 to 14 years. The assessment domains for this group identified using Arts Based Therapy (ABT) are Physical Alertness, Attention, Impulse Control and Narrative Capability. This group has good receptive language and they understand basic Instructions.

Autistic (Autism):When people refer to “Autism” today, they are usually talking about Autism Spectrum Disorders (ASD), which is a brain-based disorder characterized by social-communication challenges and restricted repetitive behaviours, activities, and interests. The Centres for Disease Control describes ASDs as: “a developmental disability that can cause significant social, communication and behavioural challenges. There is often nothing about how people with ASD look that sets them apart from other people, but people with ASD may communicate, interact, behave, and learn in ways that are different from most other people. The learning, thinking, and problem-solving abilities of people with ASD can range from gifted to severely challenged. Some people with ASD need a lot of help in their daily lives; others need less.” (AUTISM SCIENCE FOUNDATION).

ADHD (Attention Deficit Hyperactivity Disorder):

Attention-deficit hyperactivity disorder (ADHD) is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development. Inattention means a person wanders off task, lacks persistence, has difficulty sustaining focus, and is disorganized; and these problems are not due to defiance or lack of comprehension. Hyperactivity means a person seems to move about constantly, including in situations in which it is not appropriate; or excessively fidgets, taps, or talks. In adults, it may be extreme restlessness or wearing others out with constant activity. Impulsivity means a person makes hasty actions that occur in the moment without first thinking about them and that may have high potential for harm; or a desire for immediate rewards or inability to delay gratification. An impulsive person may be socially intrusive and excessively interrupt others or make important decisions without considering the long-term consequences. (National Institute of Mental Health , 2017)

2.2 LITERATURE REVIEW OF ALL ART BASED THERAPIES

ABT is evidence based use of art forms to accomplish individualized goals within a therapeutic relationship. ABT encompassing music, drama, play, dance, movement and visual art is a form of expressive therapy. ABT is the tool which we can work with all, including special needs population. ABT helps in healing the mind, body, attention, expression, cognitive and social skills. It helps in understanding simple task in very minute or simple way. It is more fun in a simple form and also motivates them to do a lot more things. Many art forms can be used to achieve a single therapeutic goal and a child can pick and choose what they are interested in and it gives a way for the facilitator to proceed. Here is a brief summary of the various art forms successfully being used to address the challenges in children within the heterogeneous group.

Dance and Movement: As per Candice Evans, when people think about the dance and movement activities they will only think about the gross motor development. But dance and movement help kids to improve attention, sensory, speech and language development and impulse control and also if we do structured and free-form of dance both of them offer different benefits. Free form allows kids to express themselves with the movements. But while doing the structured dance and movement it helps in listening and coordination and decreasing impulse reactions. When doing movements session great way is to use the props to stimulate children and get them motivated. (Evans)

Music Therapy: Music Therapy is an established form of creative art. Music is a specific medium of communication and expression and helps special needs children including those with speech delay. Music helps in turn taking, imitation and vocalizing. As per Perry (2003) direct relationship between the level of communication skills and elements of musical interaction in children with severe and multiple disabilities was found. Music also helps in joint attention. As per Aldridge and Schumacher, music therapy is an approach that may facilitate significant advances in speech development and communication skills, particularly in children with autism. Additionally, Lathan-Radocy described different ways and methods of working with speech and language impaired children by engaging them in music therapy. (al, BMC Complementary and Alternative Medicine 2010 10:39.)

Drama and Play Therapy: As per Kerri Caplan, autism population has difficulty in understanding verbal and non verbal instructions. They have difficulty is picking up non-verbal cues like gestures, facial expression and voice intonations. Prompts and role play helps in understanding non verbal cues. Drama and play therapy help in improving basic communication skill and expression and it also enhances attention. (Caplan)

Visual Art Therapy: - As per Suzie Dalien creativity can come in many forms, but it's a part of what makes each one of us special in our own unique ways. Some people choose to express themselves through music or song, while others choose writing as a way to clear their mind and experience a healthy dose of pleasure. For children with special needs, how they deal with the world is different from the rest of us, but there are definite ways to soothe their fears while helping them improve on a number of levels. The word art means, "The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power." In addition to the aforementioned painting and sculpting, art can take the form of photography, paper folding or drawing and helps people engage the side of their brain that is often used for artistic expression – the right side. , . (Dalien, 2014)

2.3 HYPOTHESIS

Arts Based Therapy can significantly improve physical alertness along with improving Attention Span and Impulse Control and in Enhancing Vocalization and Basic Vocabulary in children with Autism and Attention Deficit Hyperactivity Disorder (ADHD).

SECTION 3: METHODS

3.1 ELIGIBILITY CRITERIA FOR CLIENTS

All the 7 selected children have been coming to the centre for more than 2 years and are all from the same class. The criterion for selection was based on the fact that they all have development delays and are in the age group 9 to 14 years.

AGE	9 to 14 Years
GENDER	All Male
BACKGROUND	They all come from lower income and middle class family
OTHER RELEVANT INFO	<ul style="list-style-type: none"> • The children's mother tongue is Kannada, Tamil, English or Hindi. • They all can understand basic instructions and although some of them are non-verbal, they express their needs through gestures.

3.2 LOGISTICS

- Location: Snehadhara Foundation, J P Nagar, Bangalore
- Settings: Room Size is 12" X 6" , Well ventilated , bright and has an attached bathroom
- Start date: 3rd October 2017
- End date: January 2018
- Duration: Monday, Wednesday, Thursday (11:15am to 12:15 pm)

3.3 DATA SOURCES & DATA COLLECTION PROTOCOLS

The data collection protocols are Observation formats, ABT assessment tools and Video recording.

Data Collection Formats: (see Appendix A)

The data Collection formats will be used to assess the progress in the followings skills.

Appendix A1:- Physical Alertness

Appendix A2:- Attention and Impulse Control

Appendix A3:- Narrative capability

Appendix A4:- Parent's Questionnaire

Data Collection Format	Name Of the Child	Frequency	Date of Administration
1. Physical Alertness:- strength, control of muscle, speed and movement	O, K, L, A, R, S, H	Pre and Post	1 st week of Oct and on the 1 st week of Jan
2. Attention and Impulse Control: - sustained attention, focus	O, K, L, A, R, S, H	Pre and Post	1 st week of Oct and on the 1 st week of Jan
3. Narrative capability:- Vocalization and Basic Vocabulary	O, K, L, A, R, S, H	Pre and Post	1 st week of Oct and on the 1 st week of Jan
4. Parent's Questionnaire	O, K, L, A, R, S, H	Pre and Post	1 st week of Oct and on the 1 st week of Jan

ABT Assessment tools: (Appendix B)

- **Appendix B1:-**Drumming Tool
- Comparison of drawings and Paintings
- Video documentation

ABT Assessment Tool	Name Of the Child	Frequency	Date of Administration
Drumming	O, K, L, A, R, S, H	Pre and Post	1 st week of Oct and on the 2nd week of Jan
Comparisons drawings and paintings	O, K, L, A, R, S, H	Pre and Post	1 st week of Oct and on the 2nd week of Jan
Video Documentation	O, K, L, A, R, S, H	7 session	Every 6 th session

3.4 METHODS USED:- (SRS Summary format given below)

The ABT sessions were planned keeping the THERAPEUTIC GOALS (TG) identified for clients in focus. The action research consisted of 36 contact sessions incorporating different artistic skills.

The session always started with an opening ritual having the "circle up" song, followed by few actions which help them to understand that the session is going to start. Skill warm up activities would lead into the creation part of the session. Creation was more focused on TGs. Sessions were conducted on physical alertness along with improving attention span and impulse control using visual arts, games and exercise, drumming, outdoor activities. For enhancing vocalization and basic vocabulary, games and exercise, shadow play and voice- breath and sounds and melody artistic skills were used. Session closure was based on the creation activities; if the session was focused on physical alertness along with improving attention span and impulse control, the session was concluded by massaging hands and legs, hands exercise, chanting OM and having a sip of water followed by quiet time. If the session was focused on vocalization and basic vocabulary, the session was closed by doing breath in and out, singing and followed by meditation music.

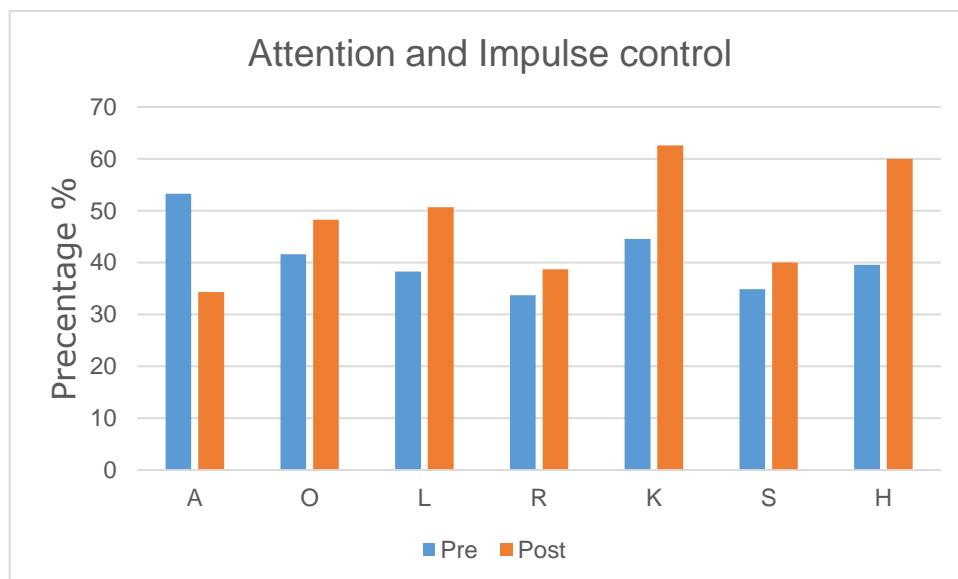
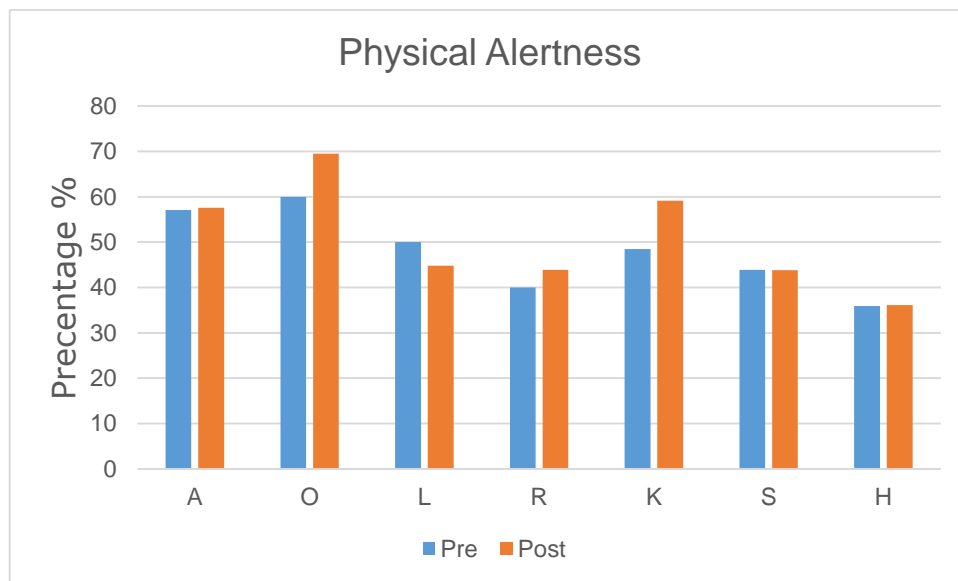
SECTION 4: RESULTS (OUTCOME)

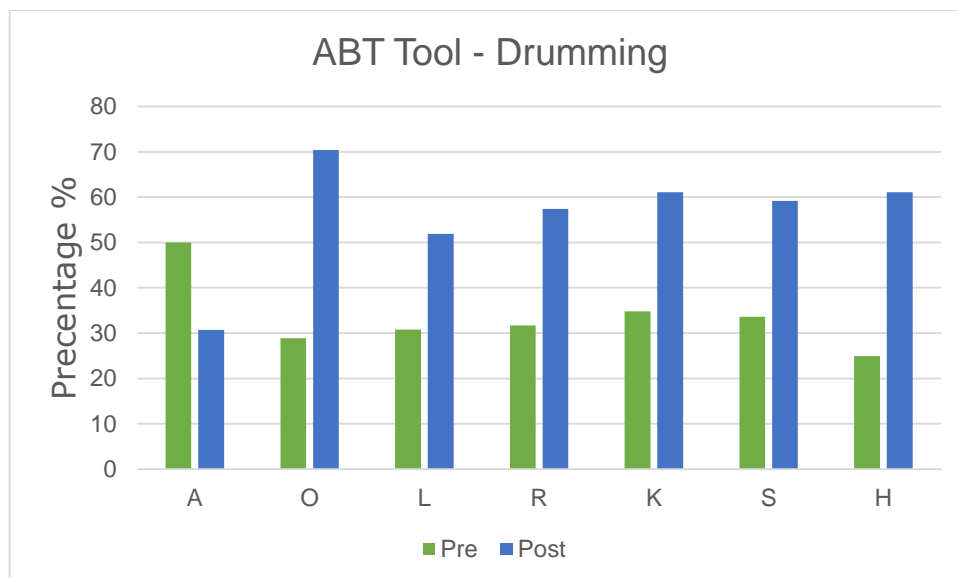
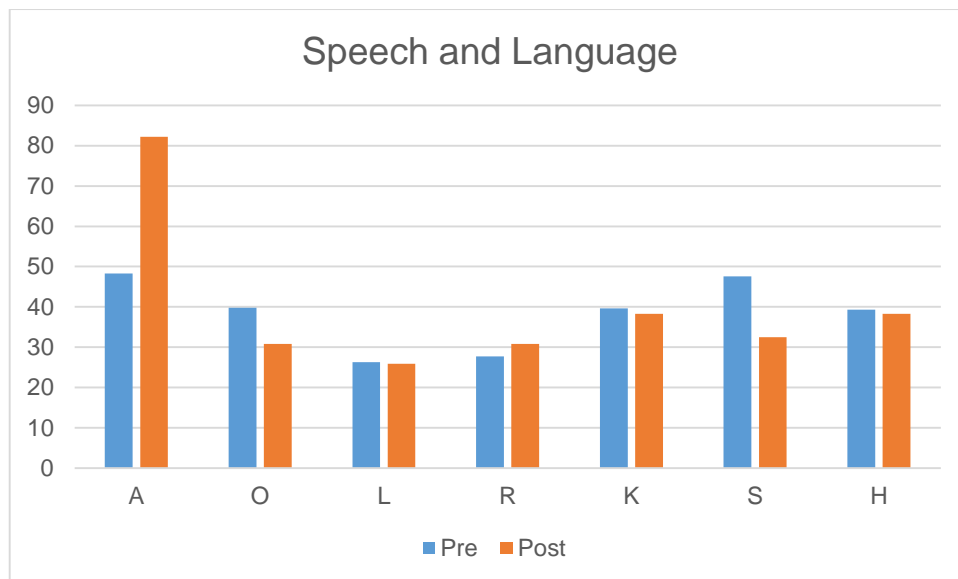
4.1 RESULTS SUMMARY (RS)

Each client was assessed in three focused areas: physical alertness, attention and impulse control and speech and language. In each of these TG's each client received two performance scores based on the assessment form. All the above mentioned TG's observation formats were filled by both parents and facilitator. The assessment forms were filled in October at the beginning (pre) of the research and again in January second week (post).

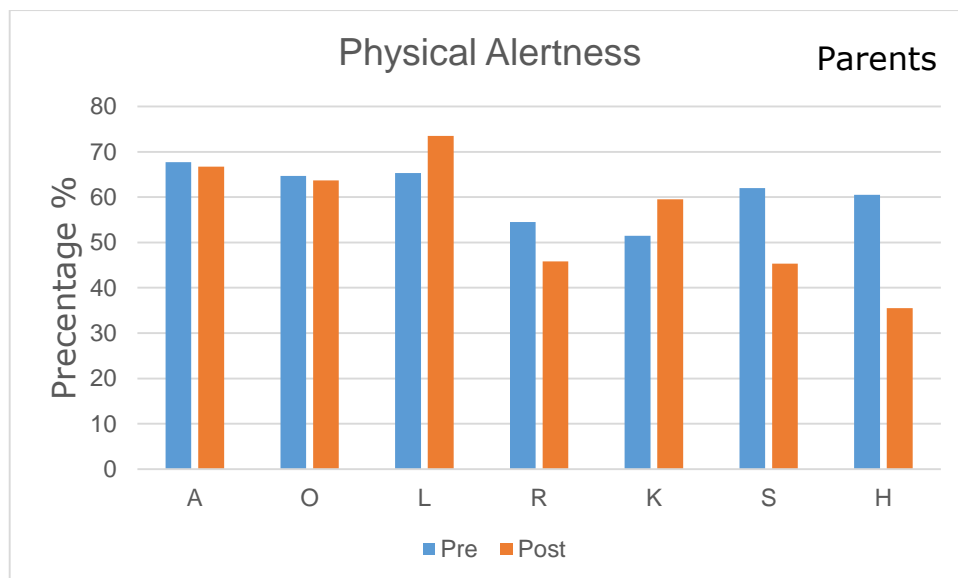
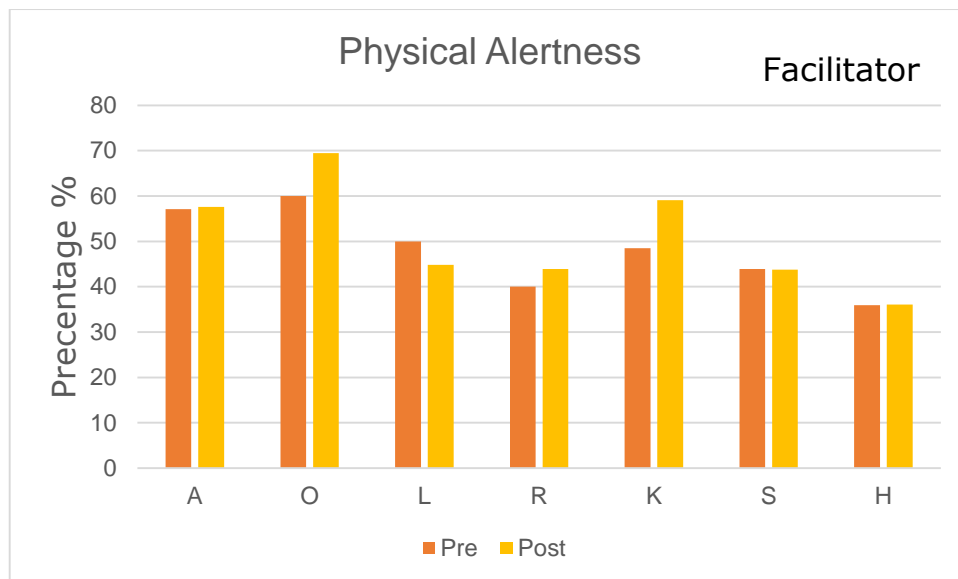
For each of three TG's, the score of every child was calculated by averaging the scores from each of the forms. The scores calculated for pre and post are consolidated and shown in the charts below. In the domain of physical alertness three clients have shown progress, three clients were in same level and one client has shown regression. In the Attention and Impulse control expect for child A there is a significant progress in all the clients in the group. In speech and Language child A and R have shown significant improvement than rest of the group. Using ABT tool- Drumming to improve physical alertness through attention and

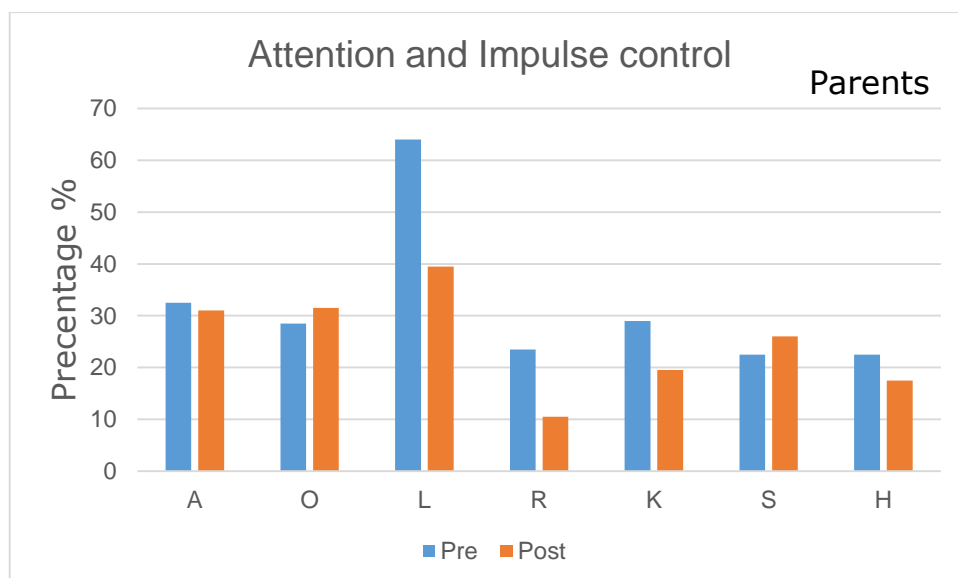
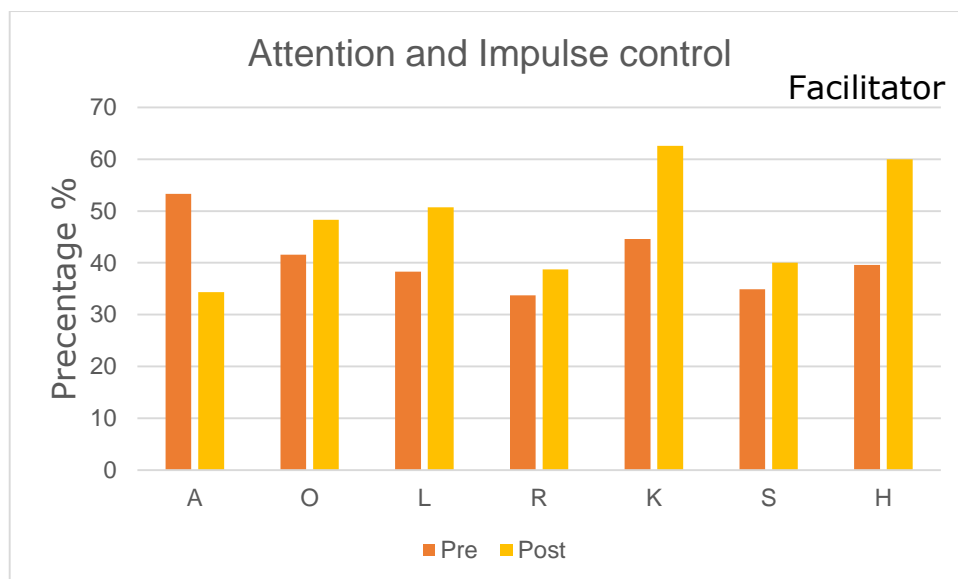
impulse control except for child A rest of the group has improved and made great progress.

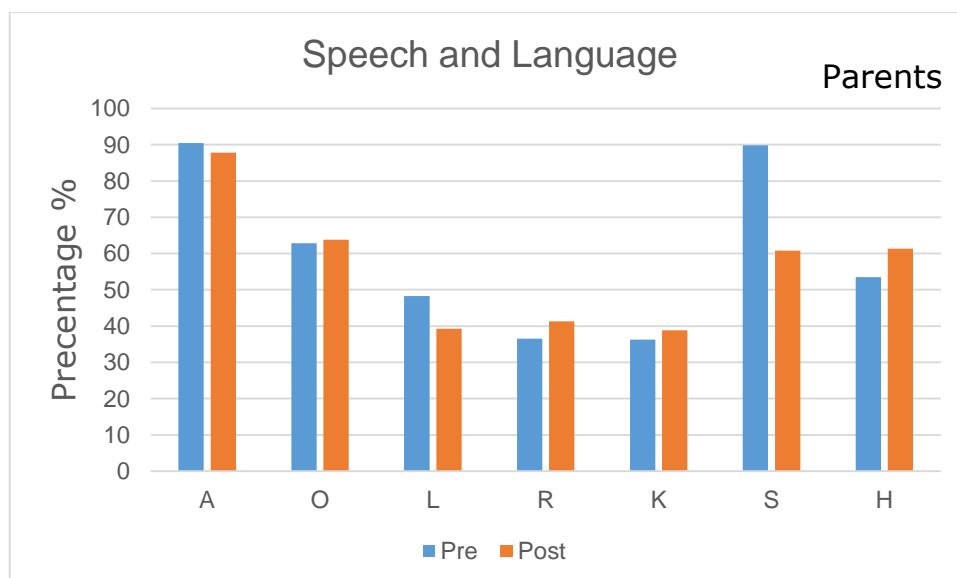
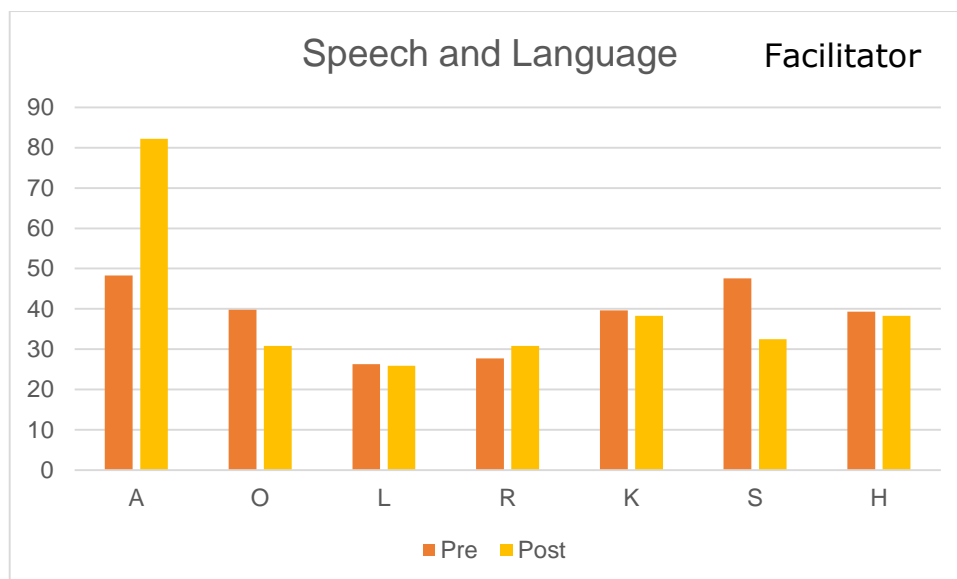




Given below are the comparisons of the TG's observed by the facilitator and parents. A clear and consistent match is not emerging from the data, but the measure of ability (%) for each of TG's of the facilitator and parent match. Another element is that parent observations of pre action research are more generous than the post.







4.2 Results Detailed

Over the course of this research project, parents and facilitator assessed the clients' performance for three therapeutic goals (TG's) – physical alertness, attention and impulse control and Speech and Language.

CLIENT 1: O

Family Background

O is 09 years old. He has been diagnosed with Autism. He is a verbal child but chooses to talk very little. Father Dad works as a manager in a multinational company. He does not have any siblings. Mother is a housewife.

Academic and Rehab Back Ground:-

Strengths: He enjoys listening to music, is good with gadgets and understands the use of technology very fast. He can balance an object on his feet while lying down. He recognizes all the alphabets, colours and shapes. During visual art activities he draws picture like eyes, smiley and car.

Weakness: Lack of socialisation, no communication through words and lack of understanding the safety of a situation.

Medical Background:

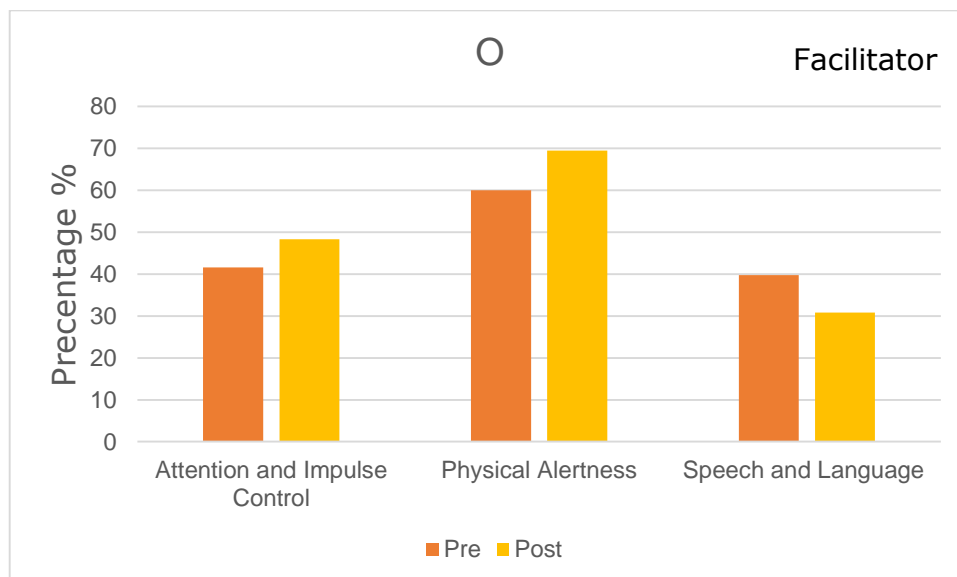
1. Complication during the birth and did not cry after he was born, He was in NICU for 4 hours due to lack of Oxygen.

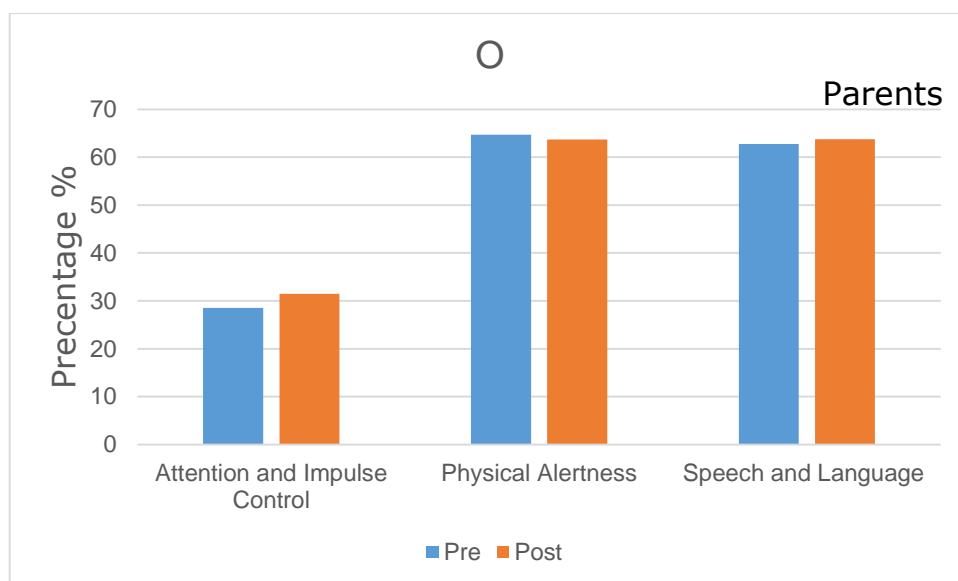
2. At 2 years of age he had Febrile Seizures (convulsions due to high fever) after which he had a regression.

Creation:

The main areas to focus are physical alertness, attention, narrative capability and impulse control.

Data Assessment and Analysis:





Above two graphs show O's performance in the three TG's assessed by facilitator and parents over the period of action research. Following observation made by the facilitator about O during the action research.

i) **Attention and Impulse control**

In the beginning to seek O's attention the facilitator made emotion faces. O would just look at the emotion and also try to imitate the facilitator.

Later on the facilitator started using imitation to engage him through the visual arts, music, rhythm and drumming sessions to seek attention and impulse control. When the Djembe was introduced he would stand on the djembe or keep turning it up and down. With the frame drum and mallets he was able to imitate the facilitator's actions and he use to take forward the actions. Initially he was just playing with the mallets like holding differently, stacking the mallets one by one. To get his attention the facilitator sat opposite to him and he responded. When stop cut was introduced he was able to start and stop at the exact cues. Also music helped him control impulse, he was able to hit the drum on the songs, he can stop when song was stopped, he was able to observe the song tempo and play the drum accordingly. O was able to scribble on the sheet to the counts, then with the start and stop cuts. He was able to do with the imitation.

ii) **Physical Alertness**

Outdoor activity at the beginning was just walk and run in the park. Initially O was scared of some bees and refused to go inside the park, so later we changed the park.

After changing the park he was walking inside the park with help. He was would not look down while he was he skipping a step and walking. Also he walks balancing on the sidewalk stone. He required prompts and help in running. After many sessions he stopped walking on the side stones, he skips steps and walks but he would walk and run independently. He likes to climb trees. In the beginning he was little scared but he climbed with support. Now he can climb the tree with support and likes to stand and balance on the trunk and isn't scared at all.

iii) Speech and Language

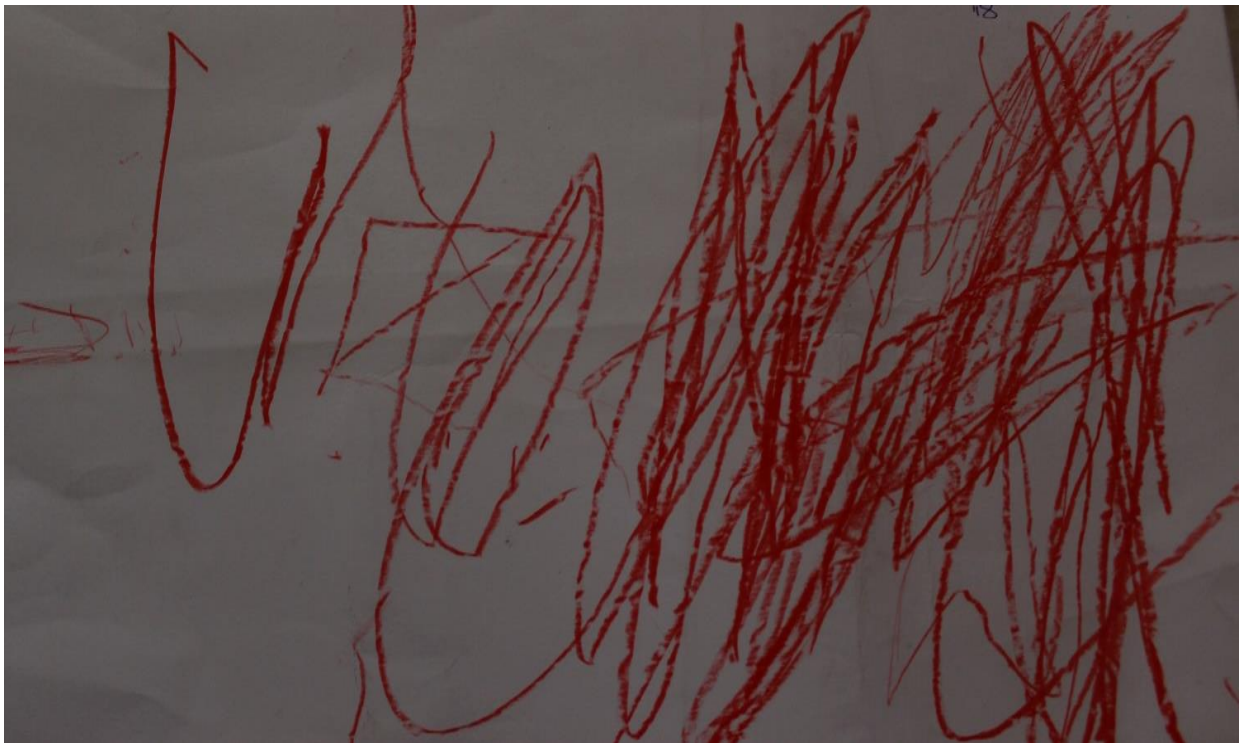
In the beginning he was not opening his mouth he was just looking at the facilitator but was listening to the sound. When different arts forms like games and exercise, voice and music were used he started making vowels and consonant sounds through paper tubes and glass. He was making the sound only once and then he would ask facilitator to make the sound. He likes to feel the vibration of the sound on top the tube and glass. Also we started using familiar songs and rhymes which group knows. After many sessions he said TWINKLE two times and started humming Twinkle Twinkle song.

Comparison of drawings- O

Pre:



Post:



CLIENT 2: K

Family Background

K is 11 years old. He is a non verbal child. He has been diagnosed with mild autism. Every day his mother drops him and picks him up from the centre. Father is an electrician. Mother is a housewife. He has a neuro typical younger sister. She goes to mainstream school. When he was younger he lived in a joint family.

Academic and Rehab Back Ground:

He likes sensory and visual art activities.

He does not show any interest in any of the activities but when left alone, he explores the materials given. He shows interest in balloons, bubbles and spring bangles. He understands simple instructions and is adamant when his needs are not met.

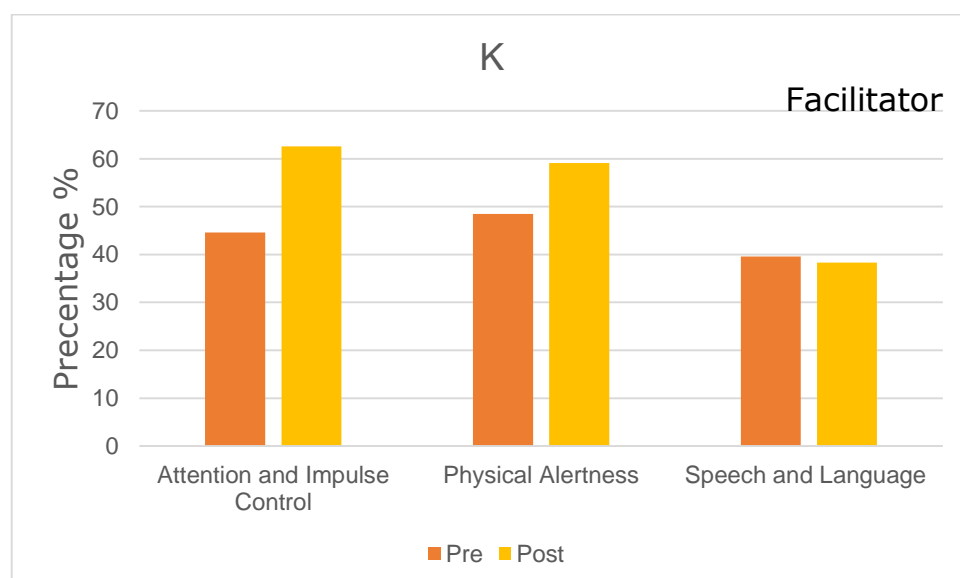
Medical Background:

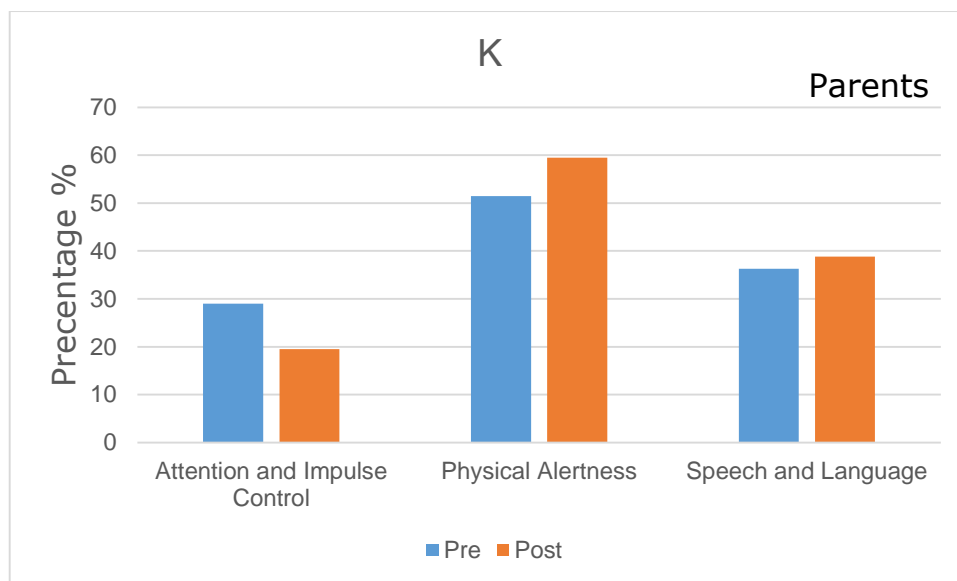
His milestones were age appropriate until 7-8 months of his birth and made a few sounds. He would not turn when his name is called, but would immediately respond to TV, vehicle sounds. Motor development milestone also were delayed. Slowly responses reduced, spoken words reduced. He was given Ayurvedic treatment for a few months, homeopathy for a year but as of now is not on any medication.

Creation:

The main areas to focus are physical alertness, attention, narrative capability and impulse control.

Data Assessment and Analysis:





Above two graphs show K's performance in the three TG's assessed by facilitator and parents over the period of action research. Following are the observations made by the facilitator about K during the action research.

i) **Attention and Impulse control**

In the beginning he was paying very less attention. Facilitator would continue prompting and try to seek his attention on a particular task. But facilitator realised that this is not the way to seek K's attention. Later, sat with him face to face with an object or activity like drumming, visual art between us, rather than prompting from a larger group circle.

He takes a crayon and starts scribbling and does not like to stop. He was not responding to the facilitator when called. Then the facilitator introduced number count 1-10 and stops cuts. He responded of the stop cuts but in the opposite way. When facilitator starts he stops and when facilitator says stop he will start playing the drums. He likes to hit the others drums even when he has his own drum to play.

ii) **Physical Alertness**

In the beginning he just liked to walk around the park and pick up the leaf, sticks and play with them. When the facilitator asked him to run he would get upset and pinch. After few sessions he would walk behind other children so K was made a buddy to shadow another child. When other child walked and ran the facilitator prompted him follow the child and run along. But he would follow the child for some time and then soon lose focus. But he won't run continuously, he will pause after running for a little while.

K is scared to stand and balance on the bench and to complete the obstacle course. He would throw a tantrum. Later facilitator tried a different set up for the obstacle course. As the narrow width of the bench made K fearful, two benches were placed together to make the platform wider. This he climbed and walked across with support. Also now he is interested in climbing the tree but he will just keep only one leg on the tree then he will go back.

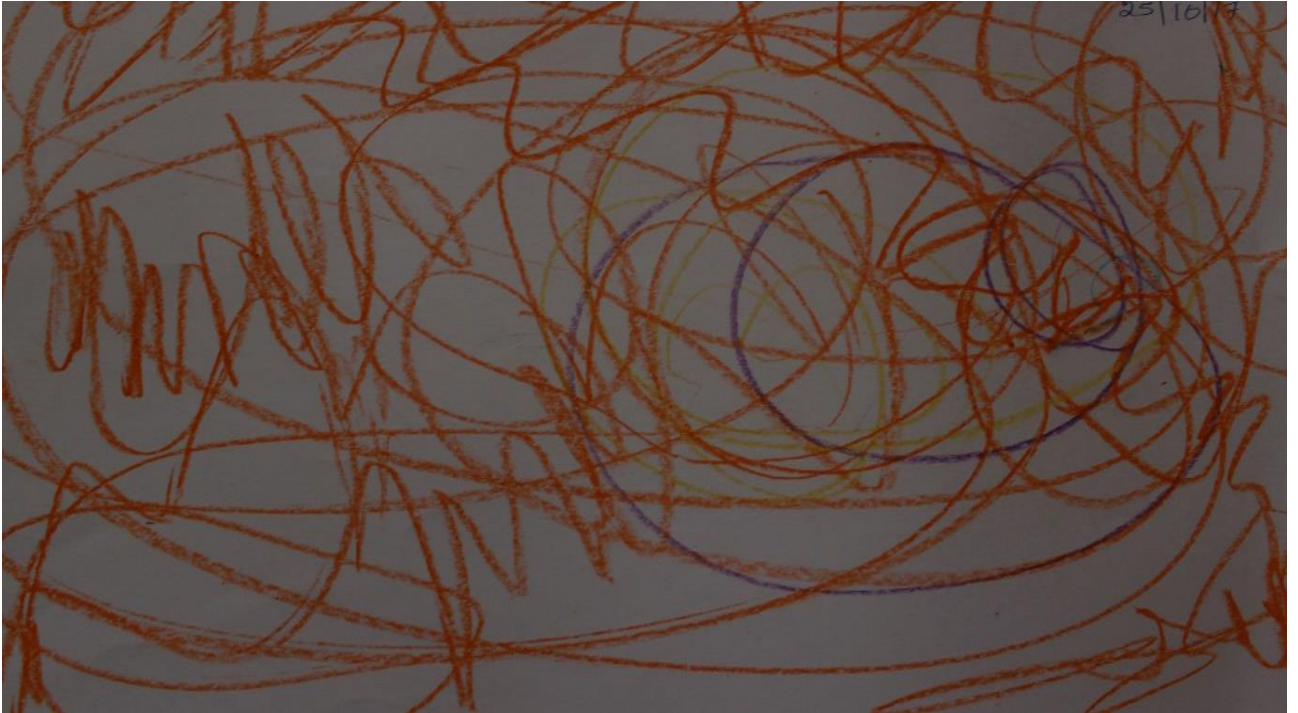
iii) Speech and Language

In the beginning he would just open his mouth and make A or Amma sound. He imitates the facilitator very well.

After few sessions were in the facilitator used different art forms like games and exercise, voice and melody, he was able to make A, O, U, FA, APPA, MA and TA sounds. But with objects he was not able to make these same sounds. Once there was session of pretend play of talking through a mobile phone. He was not able to answer the call but when the facilitator received the call and gave it to him he said HI, BYE and gave KISS to phone then handed the phone back.

Comparison of drawings - K

Pre:



Post:



CLIENT 3: S

Family Background

S is 9years old. He has been diagnosed with pervasive developmental disorder with features of ADHD. He is a verbal child. Currently he vocalising combination of vowel and consonants. He is regularly dropped at school by his mother, sometimes by both his parents. Father is working in a multinational organization. S does not have any siblings. Mother is a housewife.

Academic and Rehab Back Ground:

Strengths: He enjoys making sounds with objects. He likes to go outdoors. He likes music especially some particular songs that he is used to. **Weakness:** He is unable to sit in a place for more than few minutes and keeps on moving around. He is fixated to a single CD and occasionally mouths objects.

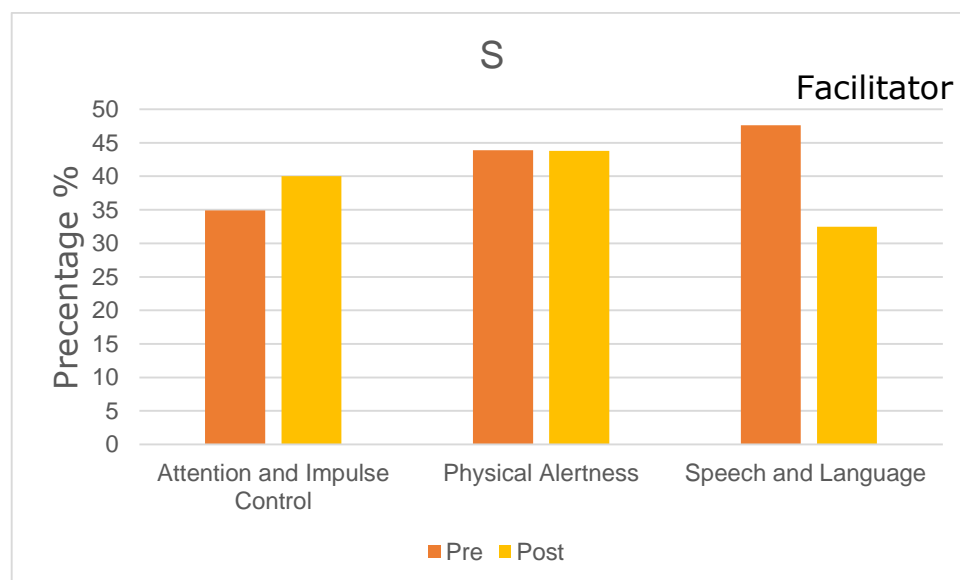
Medical Background:

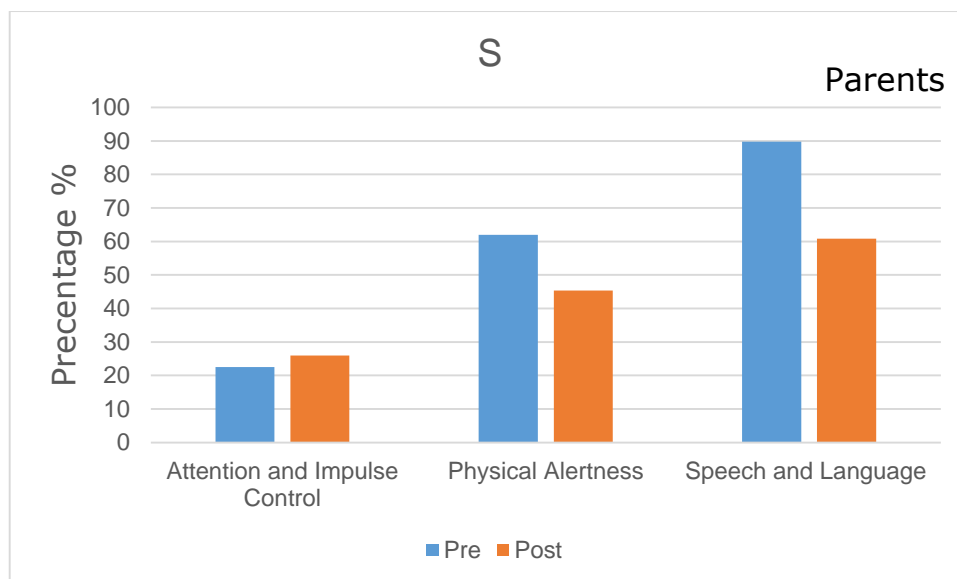
Besides being diagnosed with pervasive developmental disorders with feature of ADHD, there is not much medical history available.

Creation:

The main areas of focus were physical alertness, attention, narrative capability and impulse control.

Data Assessment and Analysis:





Above two graphs show S's performance in the three TG's assessed by facilitator and parents over the period of action research. Following are the observations made by the facilitator about S during the action research.

i) **Attention and Impulse control**

In the beginning getting his attention was very difficult. His attention span being limited, hence his responses are limited and impulsive. He would roam around the room holding anything he could lay his hands on. He is responsive to verbal instructions. When called to sit, though he responds well, but soon he would start moving around the place. He needs someone shadowing him always.

While using drumming tool with him he would take the mallets and do the usual tapping on the floor. To encourage him to hit on the drum, the facilitator would go along with him with a drum. When he would hit the mallets randomly facilitator would place the drum on the floor, wall or hold it. Now he can sit and hit mallets on the drum. But he was not able to understand stop cuts, rumbling etc. Through visual art activity also were not able achieve impulse control.

ii) **Physical Alertness**

S would easily get tired by the time he reaches the park. He would not walk but just sit on the floor. Later he would walk only when held. Initially in with just 2-3 rounds S would get tired and sit on the bench. Later we started to increase the number of rounds and then transitioned to running.

He can climb the tree with help. He needed help to push himself up. He was able to lift his leg and climb the tree and once he reached one level he will sit and try to slide from the tree.

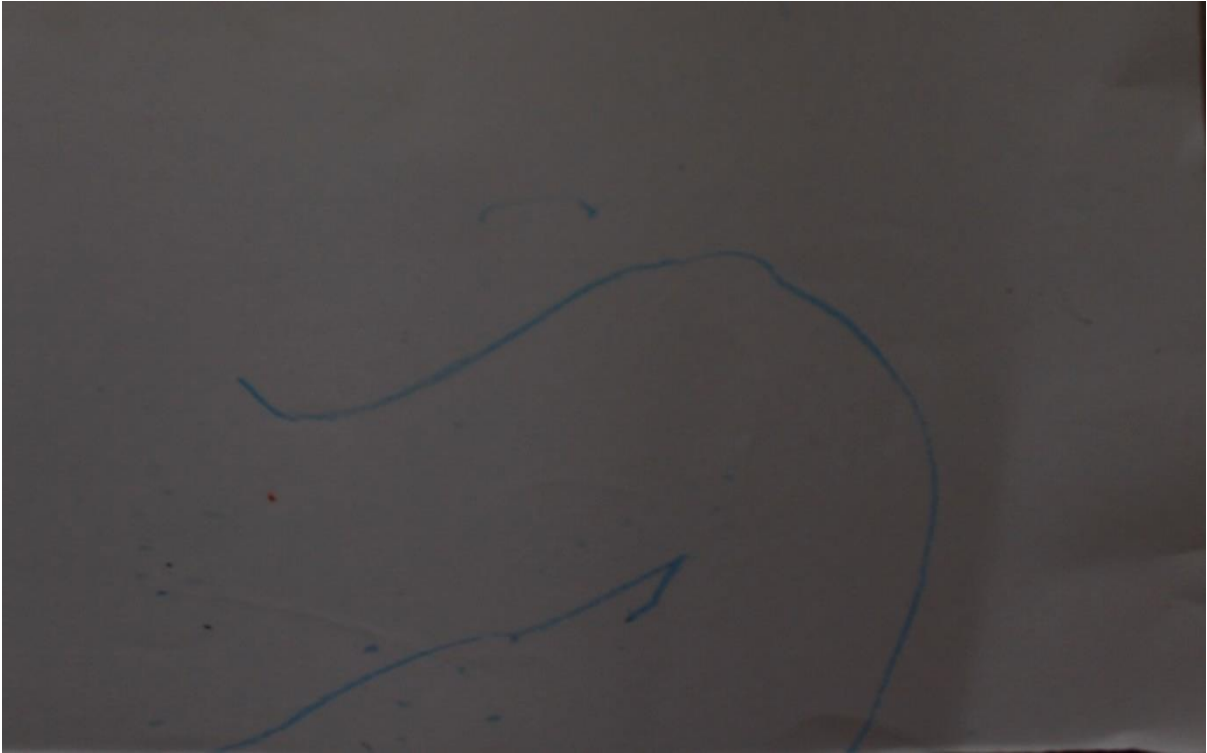
iii) Speech and Language

In the beginning he was not at all opening his mouth. He was not even looking at the facilitator. After games and exercise, voice and melody, he was able to hold the paper tube and glass to tap on the floor but he was not making any vocal sounds. But he would ask facilitator to say the word in his ears by pulling the facilitator's face close to his ears and when facilitator made a sound would listen. After some time when other children would make sounds he used to repeat the A, O, E and Ta sounds.

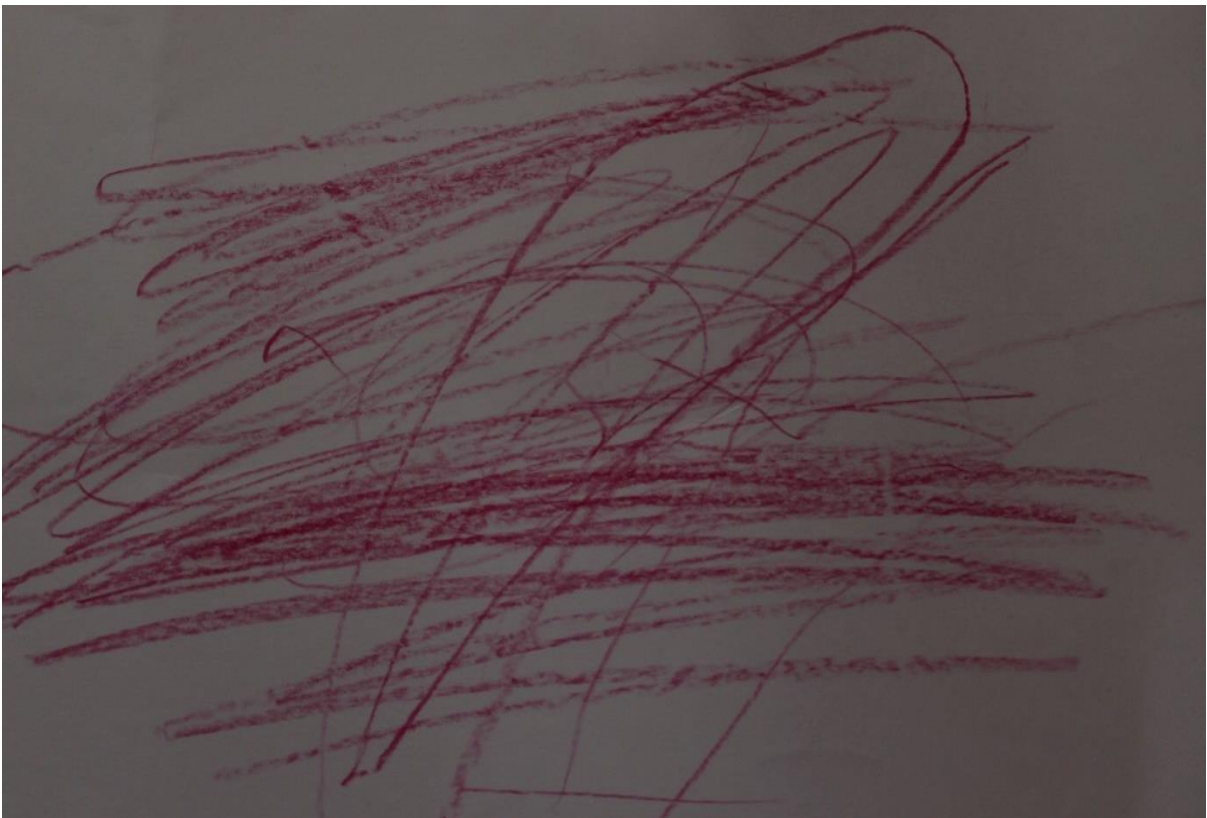
He was absent for two weeks during the action research as he went to his native place. After he came from this break, he was dull and he was not making any sounds. He completely stopped making sounds. Even his usual sounds also he stopped making. But after few sessions on vocalization he started listening from ears.

Comparison of drawings- S

Pre:



Post:



CLIENT 4: L

Family Background

L is 14 years old. He is a non verbal child. He has partial visual impairment and has a cognitive disability and some sensory issues. His father works as a Finance Manager. Mother is a housewife. He has a younger brother who is studying in 3rd standard in a mainstream school

Academic and Rehab Back Ground:

Weakness: Communication and expression

Strengths: Quiet, calm and good with playing ball.

He used to go for horse riding during weekends.

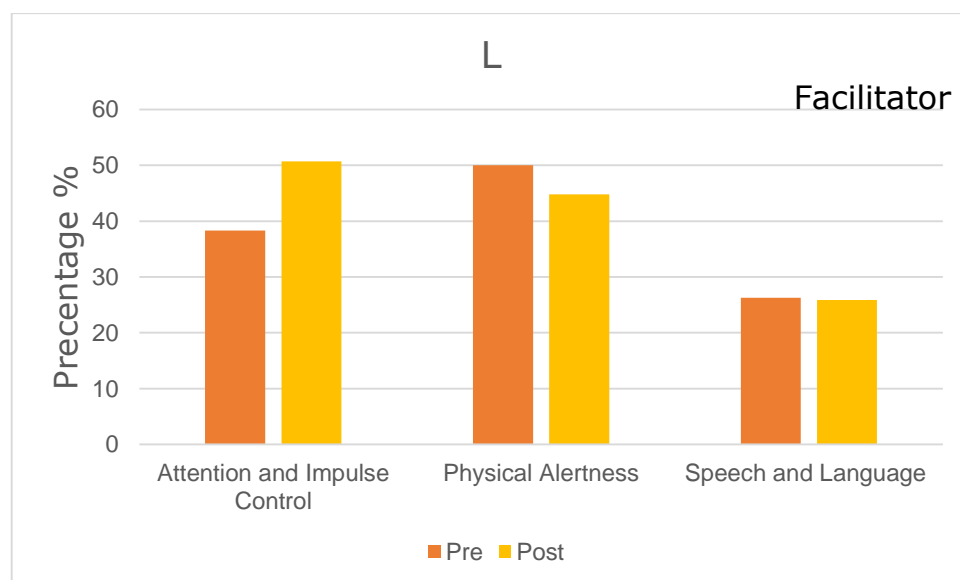
Medical Background:

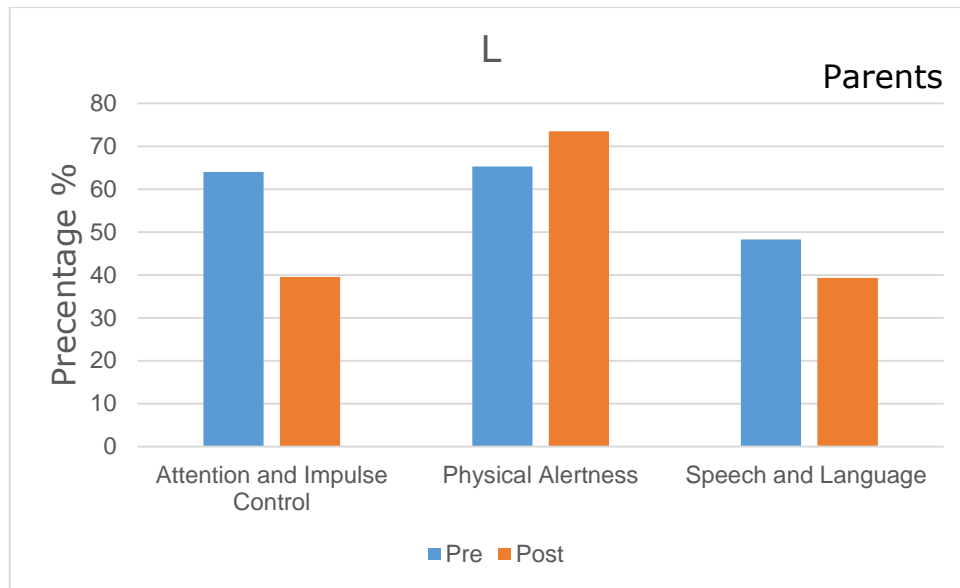
Besides being diagnosed with partial visual impairment he was diagnosed with eye cancer at the age of 2 years. Till then his milestones were age appropriate. After this eye were operated he lost his speech, and became very sensitive to touch (things or objects) etc. He also has severe stiffness in his muscles.

Creation:

The main areas of focus are physical alertness, attention, narrative capability and impulse control.

Data Assessment and Analysis:





Above two graphs show L's performance in the three TG's assessed by facilitator and parents over the period of action research. Following are the observations made by the facilitator about K during the action research.

i) **Attention and Impulse control**

In the beginning he required a lot of prompts and help to participate and focus in the session. He would not move from the wall support due to fear.

The use of drumming tool and visual art activities helped improve his attention and impulse control. Initially he did not like drumming sessions. He was very hesitant, would close his ears and move out of the circle and sit. Later used only voice and melody in the drumming session still he hesitated and refused to hold the mallets. After so many sessions with combination of voice and melody he started engaging in the drumming sessions and now he is holding the mallets and hitting the drums. He requires gentle tap on his hand or prompts to play the drum. He understands the stop cut cue. He will react to the stop cut with his body. He will rock his body when start cue is given by facilitator with the songs and beat also when stop cue is given he will stop rocking his body.

ii) **Physical Alertness**

L tends to follow or walk behind someone. He would follow behind the children, strangers and facilitator. He was able to walk and run with minimal prompts. He did not want to climb the tree.

L later showed hesitation to walk and run. He needed lot of prompts and physical handholding to go for walk and run. Before he use to walk and

run without stopping now after 2-3 rounds of walk he is asked will sit on the bench. With regards to tree climbing, he would come close to the tree, feel the tree and cross from one side to other side and clearly refused climbing the tree.

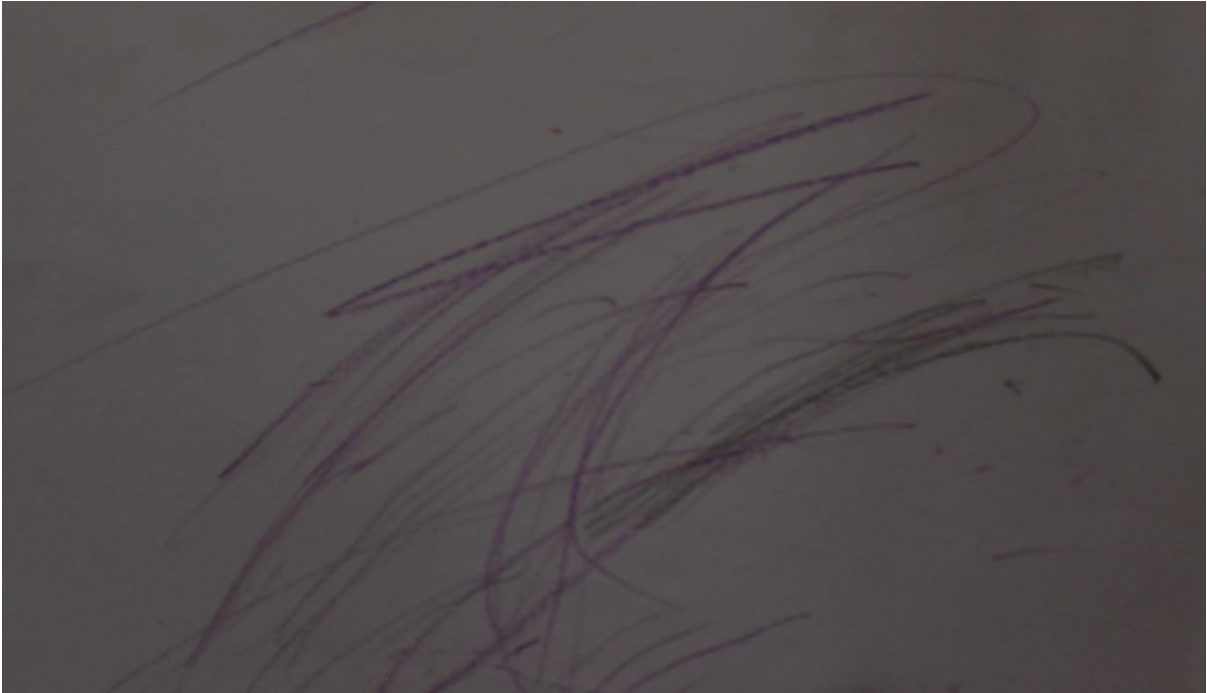
iii) **Speech and Language**

There has been no significant improvement in speech and language. To improve his speech and language tried different arts form like games and exercise, voice, melody and drumming.

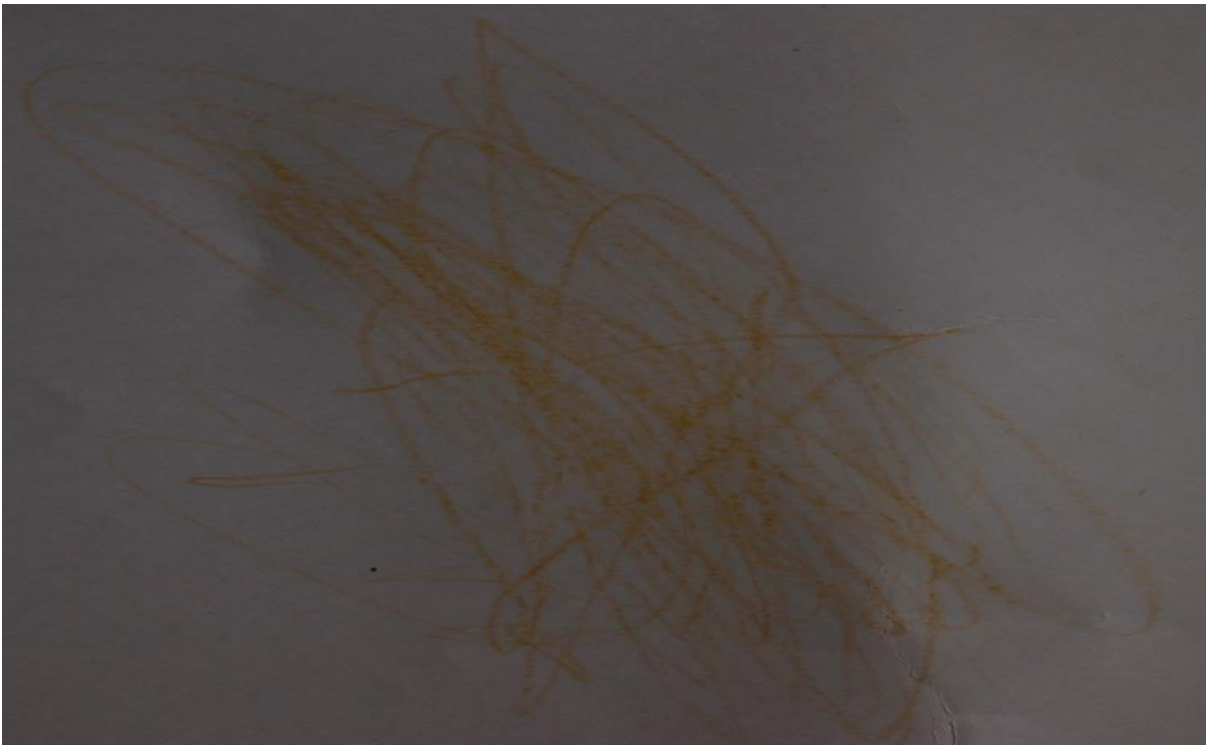
In the beginning he was not at all opening his mouth and he would just sit quietly. After few sessions tried games with paper tube, like making vowels and consonant sounds through the tube. But he was not ready to hold the tube and make any sounds. Later he would hold the tube but did not make any sounds. During drumming session he would listen to the songs and rock his body.

Comparison of drawings- L

Pre:



Post:



CLIENT 5: H

Family Background

H is 10 years old. Currently he is able to vocalise very few words. Parents did not seek any diagnosis and are hence unaware of the condition. His father works as a cable operator and owns a mobile recharge shop. Mother is a housewife. He has a younger sister. She goes to a mainstream school.

Academic and Rehab Back Ground:

He can follow simple instructions. He is scared of harsh tones. He is a very friendly child and easily mingles with everyone. He very good with mobiles and gadgets and likes to spin wheels and other object s likes puzzles, connectors etc.

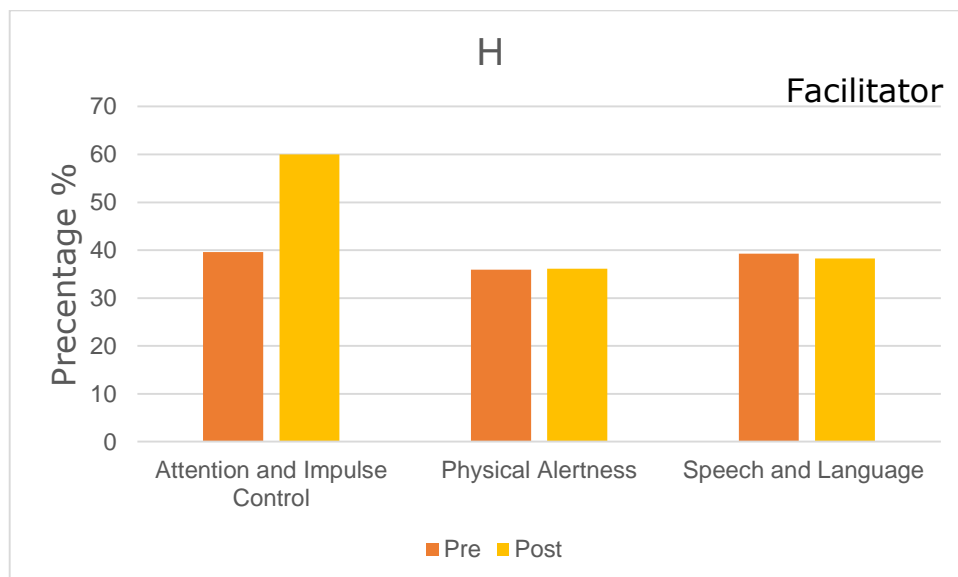
Medical Background:

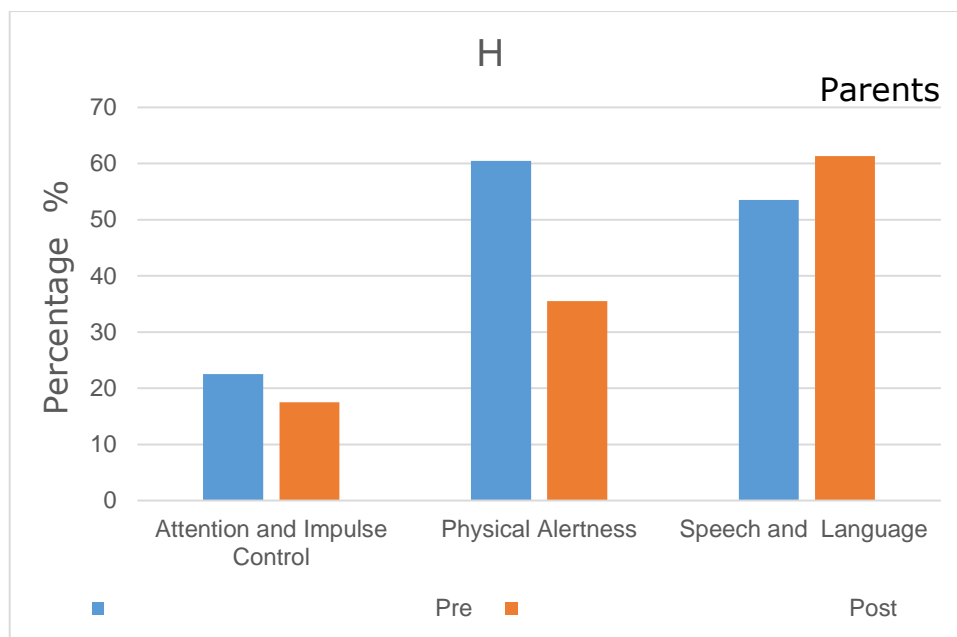
No data available of his medical background.

Creation:-

The main areas of focus are physical alertness, attention, narrative capability and impulse control.

Data Assessment and Analysis:





Above two graphs show H's performance in the three TG's assessed by facilitator and parents over the period of action research. Following are the observations made by the facilitator about H during the action research.

i) **Attention and Impulse control**

In the beginning of the project he would just sit in his favourite place and did not participate in the session. He threw things and pushed away the materials. He would respond when A and U were called in rhythmic way; so the facilitator used this in different art forms to engage H in activity and control impulsivity.

During drumming sessions he would throw the mallets and push away the drum. Then the facilitator would use the A and U sound with him to seek his attention and to stop throwing things. After repeating the same method with him now he is able to imitate the actions of facilitator and his tendency to throw mallets and pushing drums has reduced a lot. During visual art activity he was not holding the crayons and breaking the crayons. Now he is able to scribble two circles on the paper and then he will push away the paper and crayons.

ii) **Physical Alertness**

With physical alertness there is no change with H's report. As per the observation pre and post looks same.

From the beginning he was very hesitant to walk and run inside the park. He will walk till the park and as soon as he reaches the park he would sit on the bench and won't move anywhere. Even after using voice, melody,

games and exercise he is not ready to walk. He would get upset and throw tantrums. He is very scared of heights. He was not able to climb the tree and he did not even try to climb but he likes to lean on the tree.

iii) Speech and Language

In the beginning of the action research he was not at all responding to the vocalization through games and exercise, voice and melody. He needed 1-1 attention to participate in the session.

After few sessions he was able to lead the circle with U and A, he use to make A and HE sound through the paper tubes and glass. He responded for "Old Mcdonald" and "If You Happy And Know It" songs.

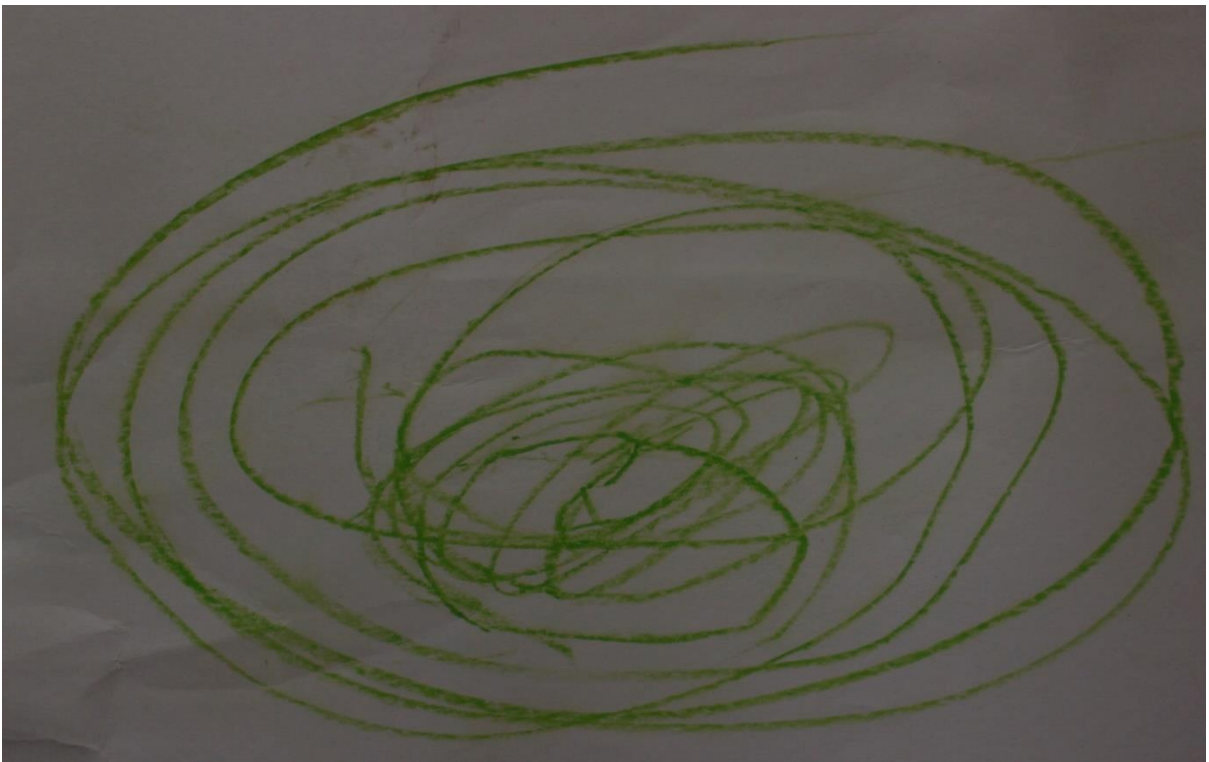
He was absent during the research period for about 10 days. After he came back from the break his responses were very limited. He did not like the tubes and glass he kept throwing them away. He was not ready to talk with mobile gadgets. But he was responding to the songs and for some time he was humming "HeyaHeyaHo" when group was singing "Old Mcdonald" song.

Comparison of drawings – H

Pre:



Post:



CLIENT 6: A

Family Background

A is 12 years old. He has been diagnosed with Autism. He is a verbal child. He goes to another special centre for remedial interventions. He comes with his mother to the centre and he goes back home in the van along with his classmates in the evening. Father is working abroad with a multinational organisation. He does not have any siblings. Mother works at a school for special needs children.

Academic and Rehab Back Ground:

He loves music and singing. He likes wet media and He likes to lead the group with little exercises like swinging hands and making "ooo" and "aaa" sounds.

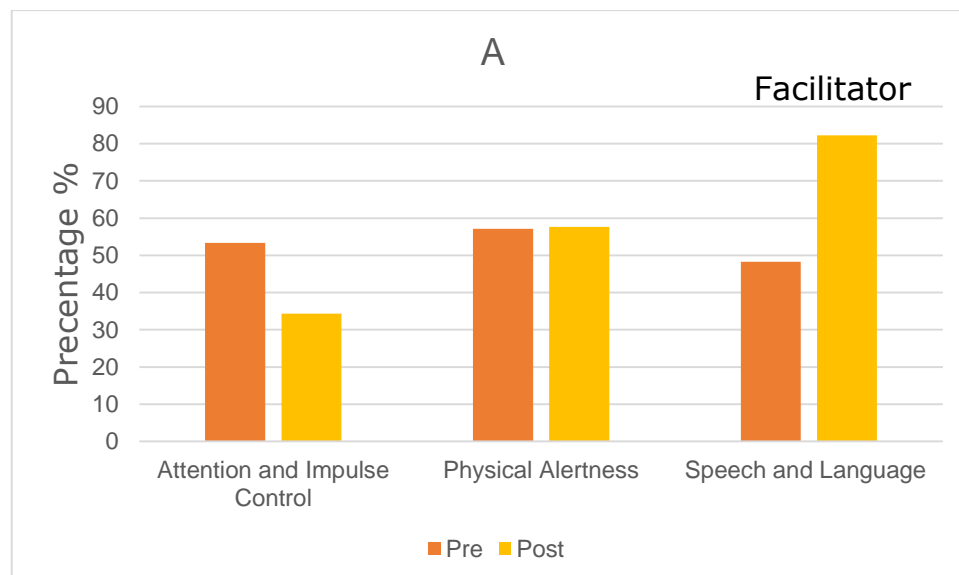
Medical Background:-

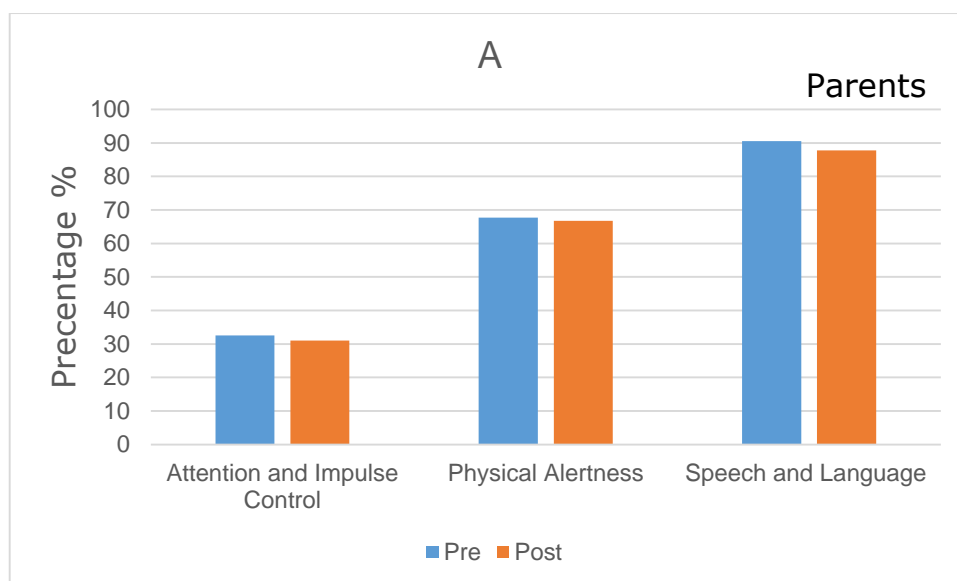
A is diagnosed as being Autistic. He is also prone to dust allergies and takes homeopathic medicines for the same.

Creation:-

The main areas of focus are physical alertness, attention, narrative capability and impulse control.

Data Assessment and Analysis:





Above two graphs show A's performance in the three TG's assessed by facilitator and parents over the period of action research. Following are the observations made by the facilitator about A during the action research.

i) **Attention and Impulse control**

During the period of research project there was long break at the centre. Prior to the break he was very participative and he would focus on task and minimal impulsiveness. But after the break he seemed to have completely changed.

He was not focused on the task and he was not ready to sit in the group session. If the facilitator tried to involve him he would throw a tantrum and get upset. Getting him into session, participation and focus on task was very difficult. He would sit in a one corner of the room. The rest of the group would sit around him as he was not coming into the group. After trying different arts forms like visual arts, games and exercise and drumming etc. he just likes to lick paint, mallets and brush. If during a session he would have sudden mood swing then the facilitator completely stopped the session and played meditation and calming music.

ii) **Physical Alertness**

Though A is a very agile and energetic person, there has not been much improvement in physical alertness. As soon he enters the park he likes to sit on the bench and make some sounds. With some prompting he was walking and running. But he needs to be monitored while in the park as he has a tendency to eat leaves, chew stones etc. Sometimes if he is very excited he will sit next to the strangers and will lean on them. He did not like to climb the tree and did not even make an attempt to come close to the tree.

iii) Speech and Language

In the beginning engaging him using different arts forms like games and exercise, voice, melody and drumming was very difficult. When we started with just games and exercise he was not participating. He would eat the paper tube and bite the glass. When asked to make vowels and consonants sounds he tried to throw the tubes and glass.

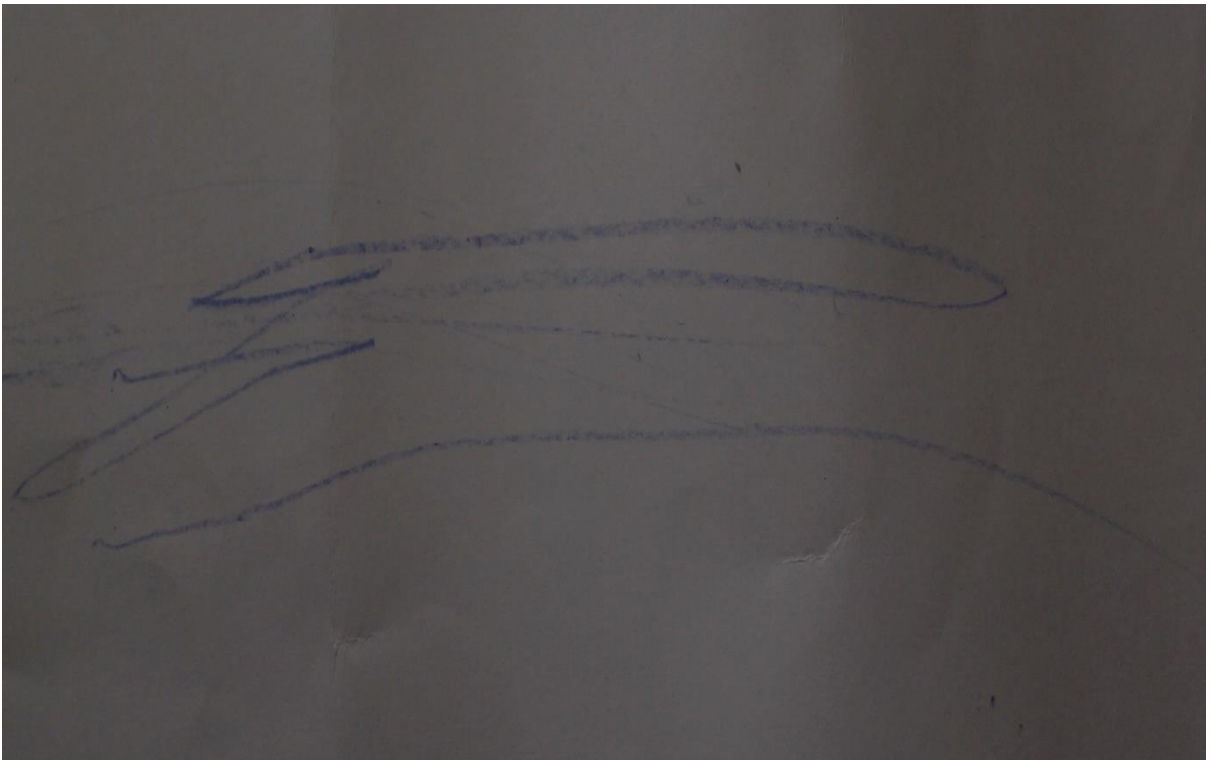
After a few sessions vocalization through drumming was introduced. He was not making the vowel sounds but he would lick mallets and some time he would play the drum. But very soon he would lose interest and push away the drum. The next intervention was to use melody in the session like humming vowels and singing known rhymes. He would listen to the vowel sounds and songs. He was humming the song at the end of the session. Later when we used the gadgets in the session he was very hesitant to hold the phone close to his ears. He engaged with the phone when it was put on speaker mode. When facilitator said "Hello" he responded with a "Hi". For "How are you?" he responded "I am fine thank you" without any prompts.

Comparison of drawings – A

Pre:



Post:



CLIENT 7: R

Family Background

R is 9years old. He has been diagnosed with ADHD. He is a non verbal child. He has been going to other special centres. Father is working with an IT company. He has a younger sister. Mother is a housewife.

Academic and Rehab Back Ground:

Strengths: He understands basic instructions and all through the session is very energetic.

Weakness: Lacks the understanding of safety.

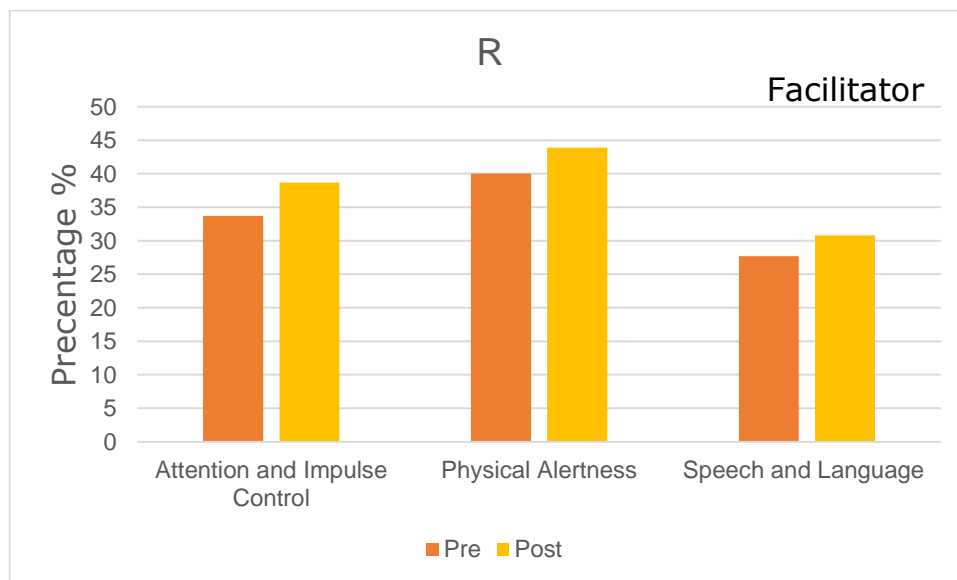
Medical Background:-

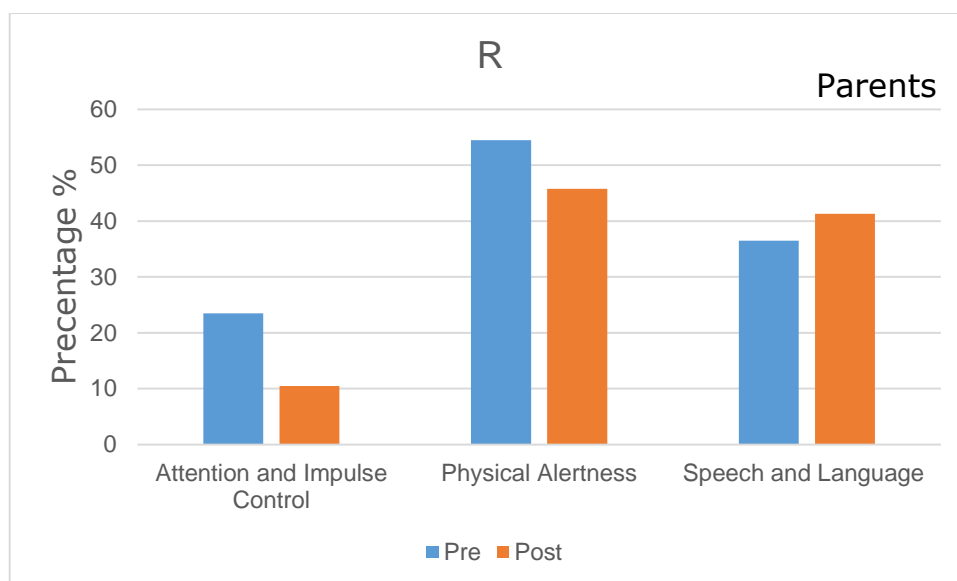
Besides being diagnosed with ADHD, there is not much medical history available.

Creation:-

The main areas to focus are physical alertness, attention, narrative capability and impulse control.

Data Assessment and Analysis:





Above two graphs show R's performance in the three TG's assessed by facilitator and parents over the period of action research. Following are the observations made by the facilitator about R during the action research.

i) **Attention and Impulse Control**

R experiences a lot of anxiety and his excitement level was very high. Someone has to be with him always during the session. He insists on having all the things he sees and if refused he would get very upset by banging his head on the floor.

Keeping his anxiety and excitement level in mind tried different arts forms like drumming, visual art and games and exercise. In the beginning he was pushing away the drum, spinning the drum and making "A" sound. Initially he needed help in holding his hands make him to hit the drum. Now he can hit the drums and has reduced pushing away the drums. He won't play drums with mallets he plays but with single hand only. When he feels pain in his hand then he starts using the other hand. He makes OO and AA sounds when he playing the drum. He understands stop cut cue by lifting his hand off and on from the floor. In visual art activities he was not able to control his impulses but he has great attention when playing with colours.

In the beginning taking materials back from him to put away was very challenging. Then the facilitator began preparing the group and R that the materials have to be put away in 10 mins, 5 mins or 2 mins. Giving this time instruction has helped him to pay attention and to put materials back without causing too much anxiety.

ii) Physical Alertness

R is very strong and physically agile. As soon as he enters the park he starts running in the grass and playing with the sand, small branches and leaves.

Using the small branch as an incentive took him for a walk in the park. He walks very slowly and he would sit down when he found any leaves or branches. He was not running that much. After this session he went on a long vacation.

After he came back from the holiday, he started running without any prompts and help. He was not looking at the ground while running, so someone had to shadow him. Also, he started hugging the tree and lifting a leg to climb on to the tree. That's how we started climbing tree session. He wants to climb the tree but very scare to climb and stand on the tree. With help he was able to climb and slide on the tree.

iii) Speech and Language

In the beginning he was not ready to sit in one place, he use to take all the things and put in his mouth and he would keep on making "A" sounds continuously. He was not opening the mouth for vocalizing vowels and consonants.

Using paper tube and glass was very effective with him. In the beginning he was making only "A" sound. Soon he could also make A sound with O and U sound. He kept on holding the tube and glass at continued on making the sounds.

Also drumming tool also helped him in vocalizing he was just playing the drums with "A" sounds. After few session combined the drumming and vocalization together. From this he started making A, O and U sounds.

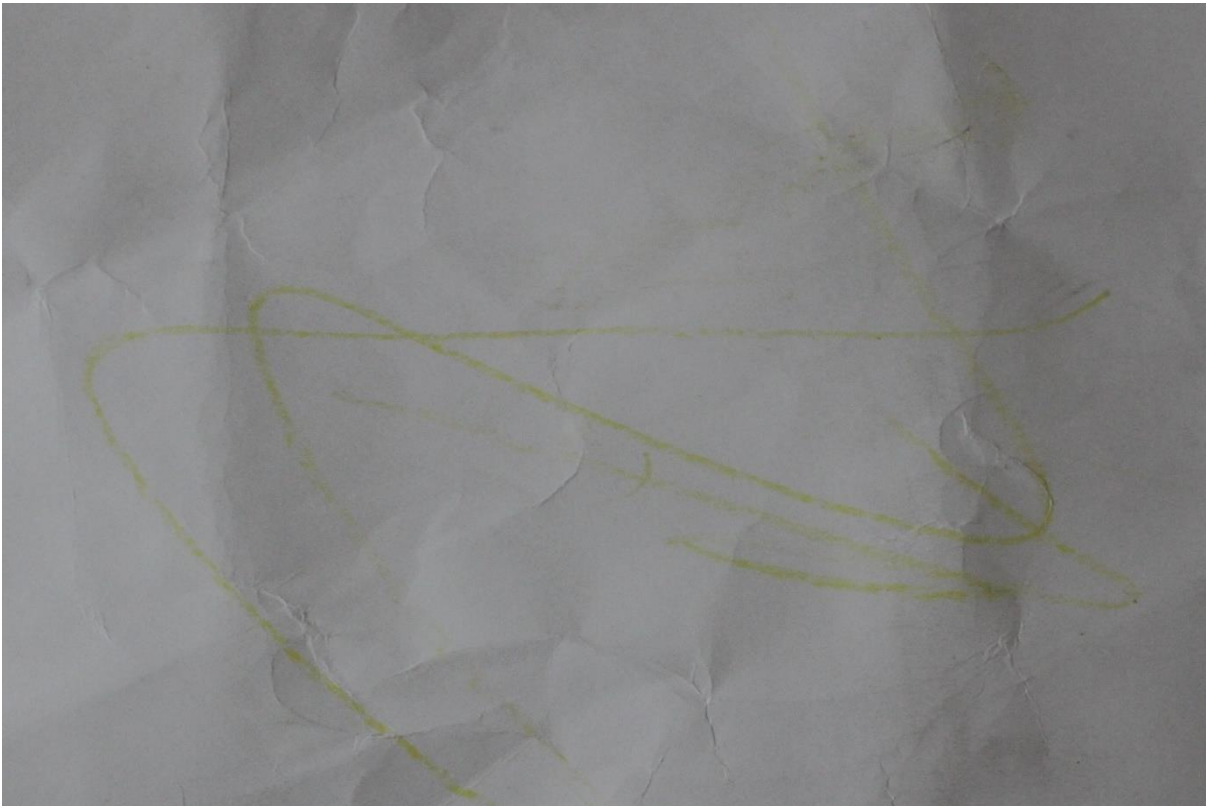
Also drumming tool helped him in vocalizing. he was just playing the drums with A sounds. after few session combined the drumming and vocalization together. From this he started making A, O and U sounds.

Comparison of drawings – R

Pre:



Post:



SECTION 5: DISCUSSION

5.1 Limitations

It is a heterogeneous group and the responses from each child are unique. Before starting my ABT sessions with this group I was taking regular group sessions. I had earlier worked with this group and have chosen this group for my ABT project. I will be working with this group after long gap. It is a all males group in the age 9- 14 years.

During the project time there was lot of movement with the support team. Earlier there used to be one constant support but after few sessions there was constant change in the support staff and it affected the group dynamics. All were new to the group and to make them understand about the process was very difficult.

During the project research the children were absent on a regular basis due to health reasons. This affected the whole dynamics of the group. After they came back from sick leave, there was considerable change in their energy levels and participation.

One of the children was absent during the pre observation. Later once he back from the holiday did the 1-1 session with them to observe some of the criteria. Also there was long holiday in the middle of the action research project. When they back from the break there was lot of changes in behaviour. "A" child use to sit in a group and participate in the session but after a break his is not willing to be a part of the group and he will sit in one corner of the room.

5.2 Learnings

As a neurotypical we naturally develop language and communication from our environment. But people with special needs, some are verbal and some are non verbal. While some understand spoken language (receptive communication), some can only communicate through expressive language. When a child is communicating with gesture, few words etc. patiently wait till they finish and pick up what they are trying to communicate. Always our executive director use to say that we are special needs infant of special need children.

Making a session plan very complex with too many arts forms in one session won't serve the purpose. Keep the plan very simple break the session plans into 2-3 levels and minimize the combining of too many arts forms. This I am still learning.

There was no clear communication about the session to the co-facilitator in the group. I would struggle handling the group because of there was no clear instructions on what all was happening during the session. After I

received feedback and guidance, I implemented the feedback received and I can clearly see the changes in the session and also with the co-facilitators.

Personally I did not have any clue what is SEG (Subtle Energy Guide) meant. ABT helped me in understand SEG. I have learned little bit about eastern physiology and SEG principles. In practice it has helped me lot. I understand what happiness and wisdom are a little better. And through meditation I have learned to contemplate on my thought and be still.

5.3 FUTURE

I have to learn more about Eastern Psychology and SEG Principles to understand myself better and convey the same to the society. Each and every time I learn or walk in any path I would like to associate that experience with a metaphor.

During my project I have conducted the sessions in group setting to build on physical alertness and vocalization. I would like to continue with the group setting and improve attention and impulse control and help the children communicate basic needs with sight words. I wish to do 1-1 session with this group to improve TGs.

I would like to explore and be more skilled in drama, music, theatre, dance, movement, voice and rhythm. I would like to continue work with the special needs group. Also I wish to take ABT tools and techniques to rural areas and to work with the LGBTQA(lesbian, gay, bisexual, transgender, queer, asexual) community. I would like to have my own ABT mobile team to work with people who are unable to access to this kind of support and environment.

SECTION 6: APPENDIX

6.1: APPEDIX- A

Appendix A1:- Observation format for Physical Alertness

Name of the child: _____ Date: _____

Assessment by: _____

Sl No		Always	Frequently	Sometime	Rarely	Never	Comments If any
1	Is able to run						
2	Is able to get up on his own from sitting position						
3	Is able to get up on his own from lying position						
4	Is able to jump on the spot						
5	Is able to kick ball						
6	Is able to follow the ball with ball speed						
7	Is able catch the ball						
8	Is able to throw the ball						
9	Is able to hop						
10	Is able to balance on one foot						
11	Is able to spread arms and stand						

12	Is able to stand on an object or platform above the ground						
13	Is able to climb on to a raised surface						
14	Is able to pick and bring/give objects when asked						
15	Is able to get down from the raised platform						
16	Is able to lift the heavy weights						
17	Is able to carry weight from one place to another place						
18	Is able to pull the weight						
19	Is able to pass the object fast						
20	Is able to roll on the floor on their own						
21	Is able to push the weight						

Scale

Always	Frequently	Sometime	Rarely	Never
5	4	3	2	1

Appendix A2:- Observation format for Attention and Impulse Control

Name of the child: _____ Date: _____

Assessment by: _____

Sl No		Always	Frequently	Sometime	Rarely	Never	Comments If any
1	Is able to imitate hand gestures						
2	Is able to make an eye contact and engage with any object						
3	Is able to imitate facial expressions						
4	Is able to establish hand eye coordination						
5	Is able to sustain attention on a particular task for more than 5 minutes						
6	Is able to hit the targets during games						
7	Is able to controlwhen their desired object is taken away						
8	Is able to hold himself from snatching others' things						
9	Is able to complete the task with prompts						
10	Is able to complete the task without prompts						
11	Is able to reach the objects or play or hold the objects						
12	Is Not aggressive toward other children/parents (hitting, pinch and bite)						
13	Is able to wait for his turn						

14	Does not Grabs things from people or pushes in line						
15	Does not Shows sudden mood swings.						

Scale

Always	Frequently	Sometime	Rarely	Never
5	4	3	2	1

Appendix A3:- Observation format for Speech and Language

Name of the child: _____ Date: _____

Assessment by: _____

Sl No		Always	Frequently	Sometime	Rarely	Never	Comments If any
1	Is able to imitate sounds or words						
2	Is able to make basic sounds with voice						
3	Is able to make aa sound						
4	Is able to make ee sound						
5	Is able to make ii sound						
6	Is able to make uu sound						
7	Is able to make oo sound						
8	Is able to make ka, kha, gha, ghaa sound						
9	Is able to make pa, bha and ma						
10	Is able to make la and ta						

11	Is able to speak in loud voice						
12	Is able to make variation in volume						
13	Is able to use words in his mother tongue						
14	Is able to use words in English						
15	Is able to make any sentences in his mother tongue						
16	Is able to make any sentences in English						
17	Is able to communicate his basic needs with gesture						
18	Is able to communicate his basic needs with sound						
19	Is able to communicate his basic needs with words						
20	Is able to response to any songs						
21	Is able to sing few word of any songs/ favourite song						
22	Is able sing few lines of any songs						
23	Is able to hum any songs						
24	Is able to sing any songs						

Scale

Always	Frequently	Sometime	Rarely	Never
5	4	3	2	1

Appendix A4:- Parent's Questionnaire

Name of the child: _____ Date: _____

Name of the Parent: _____

Kindly answer the following questions by ticking the column that is relevant to your child.

Physical Alertness							
Sl No		Always	Frequently	Sometime	Rarely	Never	Comments If any
1	Is able to run						
2	Is able to get up on his own from sitting position						
3	Is able to get up on his own from lying position						
4	Is able to jump on the spot						
5	Is able to kick ball						
6	Is able catch the ball						
7	Is able to throw the ball						
8	Is able to hop						
9	Is able to climb on to a raised surface						
10	Is able to pick and bring/give objects when asked						
11	Is able to get down from the raised platform						
12	Is able to lift the heavy weights						
13	Is able to carry weight from one place to another place						

14	Is able to pull the weight						
15	Is able to pass the object fast						
16	Is able to Play with his siblings						(If siblings are there Otherwise not Applicable)

Attention and Impulse Control							
Sl No		Always	Frequently	Sometime	Rarely	Never	Comments If any
1	Is able to imitate hand gestures						
2	Is able to imitate facial expressions						
3	Is able to complete the task with prompts						
4	Is able to complete the task without prompts						
5	Is Not aggressive toward other children/parents (hitting, pinch and bite)						
6	Is able to wait for his turn						
7	Does not Grabs things from people or pushes in line						
8	Does not Shows sudden mood swings.						

Speech and Language							
Sl No		Always	Frequently	Sometime	Rarely	Never	Comments If any
1	Is able to imitate sounds or words						
2	Is able to make basic sounds with voice						
3	Is able to make aa sound						
4	Is able to make ee sound						
5	Is able to make ii sound						
6	Is able to make uu sound						
7	Is able to make oo sound						
8	Is able to make ka, kha, gha, ghaa sound						
9	Is able to make pa, bha and ma						
10	Is able to make la and ta						
11	Is able to speak in loud voice						
12	Is able to make variation in volume						
13	Is able to use words in his mother tongue						
14	Is able to use words in English						
15	Is able to make any sentences in his mother tongue						
16	Is able to make any sentences in English						

17	Is able to communicate his basic needs with gesture						
18	Is able to communicate his basic needs with sound						
19	Is able to communicate his basic needs with word						
20	Is able to response to for songs						
21	Is able to sing few word of any songs/ Favourite song						
22	Is able sing few lines of any songs						
23	Is able to hum any songs						
24	Is able to sing any songs						

Scale

Always	Frequently s	Sometimes	Rarely	Never
5	4	3	2	1

6.2 : APPENDIX-B

Appendix B1: Observations format for Drumming Session

(Physical alertness along with improving Attention span and Impulse control)

Name of the child: _____ Date: _____

Assessment by: _____

Sl No		Always	Frequently	Sometimes	Rarely	Never
1	Hits very hard					
2	Uses full length of arms					
3	Both hands hit together					
4	Hits with normal force					
5	Plays only one rhythm again & again					
6	Hits very softly					
7	Needs support to initiate					
8	Gets disturbed by the noise					
9	Uses only one hand at a time					
10	Uses alternate hands, but no coordination					
11	Can coordinate and play with alternate hands, but slowly, soon loses interest					
12	Can coordinate and play with alternate hands					
13	Is able to play loud & soft					

14	Is able to play fast & slow					
15	Responds to follow rhythm					
16	Imitate rhythms					
17	Is able to play rumble					
18	Responds to start & stop cues					

Scale

Always	Frequently	Sometime	Rarely	Never
5	4	3	2	1

6.3 Session Record Sheet (SRS) Summary of the Group Sessions

S.N	Date	Time	Therapeutic Domain	Metaphor	Communion	Creation	Closure
1	3.10.17	11:15 to 12:15	Voice- Breath and sound - Vocalization through game and exercise	Light	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: -Start with doing Oro Motor Exercise like opening mouth wide and close, stretching the lips, closing the lips, Pouting the lips.	Bring one by one object to the group like (candle, balloon and tissue paper). Each child will play one or two rounds with the object. Each child has to do AAAAA and UF UFUFUF when object comes to them. A and UF will repeat with all the objects.	Tapping the lips, cheeks, massaging the chin, cheeks, lips, Breath IN and OUT.
2	05.10.17	11:15 to 12:15	Body- Physical Alertness- Strength , Attention	Joy	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up:- rope movements like up and down side to side	Make 2 groups and let them stand and pull and push the rope, then sitting down, repeat the same movements. Then bring the gym ball ask them to push along with a partner.	Sit in a circle ask the children to hit the gym ball fast and slowly. Kick the gym ball. Massage and hands and leg.
3	06.10.17	11:15 to 12:15	Body-Physical Alertness- Speed and strength	Freedom	Ritual: Telling them we all are going to the park and assigning the children.	Walking around the ground then running from one corner to the other corner.	Back to the centre, de role the energy, hands and leg shake.
4	10.10.17	11:15 to 12:15	Drumming Tool	Stillness	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: - Group will stand and start walking randomly around the room. Then facilitator will slowly introduce start, stop commands while walking. Then setup the space for Djembe session.	Each one will sit on the bench with the Djembe. Start with playing randomly on the Djembe. Introduce 1, 2, 3 start and 1, 2, 3, stop. Make them do this many times. Then after they got the start and stop instructions.	Closure- keep the Djembe back. Rub palms, feel the warm on cheeks and hand massage. Ritual Closure: quiet time with soft Music

5	12.10.17	11:15 to 12:15	Body-Physical Alertness- Speed and strength, Muscles	Freedom	Ritual: Telling them we all are going to the park and assigning the children.	Walking around the ground then running from one corner to other corner.	Back to the centre, de role the energy, hands and leg shake
6	13.10.17	11:15 to 12:15	Body - Movement- Visual Art- Attention- physical alertness - Impulse control	Colourful	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: - Each one will pick up a brush and will use the brush on the floor, wall and body.	Bring the water in a tray ask the children to dip brush and paint on the floor, wall and body. Then add the colour powder to the water drops then do the same movements with the brush and if the child likes to do the movements with hands and leg let them explore it.	Clean and Clear up the space. Wash hands and leg. Ritual Closure:- Quiet for 10 counts
7	25.10.17	11:15 to 12:15	Body - Movement- Visual Art- Attention- physical alertness - Impulse control	Play	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: -Passing the smiley ball in circle and ask the child to press it. Then give each child one stick to hold and walk with the stick	Pass one sheet in a circle each child will walk with the sticks on that single sheet. Then give each one of them single sheet and crayon and ask the children to walk on the sheet then draw and scribble on the sheet.	Pass the smiley ball again to press in a circle. Massage hands and fingers. Ritual Closure: Quiet time.
8	26.10.17	11:15 to 12:15	Body-Physical Alertness- Speed and strength, Muscles and Balance		Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm: - Passing the rope in a circle and do t up and down with the rope. Then crossing the rope and passing under the rope.	Obstacle Course. Started with placing the benches in the middle of the room and crossing the benches. Then once everyone finished continued the crossing over with increase in the distance between benches.	Asking the children to help in putting away the benches. Stretching legs and hand and leg massage Ritual Closure: 5 times OM.
9	27.10.17	11:15 to 12:15	Body - Movement- Drumming- Attention- Impulse control	Sounds	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: - Raising hands up and down one by one. Tapping the floor fast and slow. Then with alternate hands tapping the floor.	Pass the mallets in a circle to each child will play with them. Then each one of them gets to hit the mallet to on the floor. After that changing hands and with alternate hands hitting on the floor. Then give a frame drum to each child to play. After some time use both hands.	Keep back the mallets and instruments. Then everyone rubs on the floor fast and slow.Moves hands up and down. Ritual Closure: - Quiet time for 10 counts.

10	30.10.17	11:15 to 12:15	Body - Movement- Visual Art- Attention- physical alertness - Impulse control	Play	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: -Passing the smiley ball in circle and ask the child to press it.	Pass the one sheet and one crayon in a circle for each child to write or scribble on the sheet in turns. Then give each one of them a sheet and crayon and ask the children to walk on the sheet then draw and scribble on the sheet. Once then done with smaller sheet, the children work together as a group to colour on a large sheet..	Passing the smiley ball again to press in a circle. Massage hands and fingers. Ritual Closure: Quiet time with music
11	3.11.17	11:15 to 12:15	Voice- Breath and sound - Vocalization through game and exercise	Light	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: - Start with doing Oro Motor exercises like opening mouth wide and close, stretching the lips, closing the lips, Pouting the lips and listening to phonics songs.	Pass one paper role tube to each child and make them to do U and A sound through the tube. Then pass a paper cup in a circle and make the same A and U Sound. Then keep the both materials in the centre ask the children to pick an object and make sound.	Drinking a sip of water and massaging hands. Watching a phonics song. Ritual closure: quiet time.
12	06.11.17	11:15 to 12:15	Voice- Breath and sound - Vocalization through game and exercise	Light	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: - Watching the Phonics Basic songs from laptop.	Pass one paper role tube to each child and make them to do U and A sound through the tube. Then pass a paper cup in a circle and make the same A and U Sound. Holding the play phone and making A and U sound in pairs.	Drinking a sip of water and massaging hands. Watching a phonics song. Ritual closure: quiet time.
13	08.11.17	11:15 to 12:15	Body - Movement- Drumming- Attention- Impulse control	patterns	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: - Raising hands up and down. Then passing a ribbon to each one of them and do the same up and down movement. Tapping the floor fast and slow.	Pass the mallets in a circle to each child to play. Then each one of them will get the mallets to hit on the floor. Then give the frame drum to each child to play. Then hitting the frame drum with alternative hands. If any of the child is making sounds, the group will repeat the song or sound.	Keep back the mallets and instruments. Then everyone rubs on the floor fast and slow. Moves hands up and down. Ritual Closure: - Quiet time for 10 counts.

14	09.11.17	11:15 to 12:15	Body-Physical Alertness-Speed and strength, Muscles and Balance	Hard	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: -crawling and rolling, jumping and hopping around the room (inside the class room)	Createan obstacle course and tunnel. Whatever we did in skill warm up the same actions are done in the obstacle course. (in the terrace or free place)	Clearing up the space. Massage hands and legs (coming back to the original room) and Ritual closure:- Quiet time with soft music
15	15.11.17	11:15 to 12:15	Body-Movement-Games and exercise - Physical Alertness-Speed and strength, Muscles and Balance	Wisdom	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill warm: - Telling them we all are going to the park and assigning the children.	10 rounds of walking and running around field.	Back to the centre de role the energy with hands and leg shakes.
16	16.11.17	11:15 to 12:15	Body-Movement- Visual Art-Impulse control and Vocalization	Free follow	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: -Each child will pick up a brush and will use the brush on the floor, wall and body, while doing this will also do a, u, I sound in a projection way.	Bring the water in a tray ask the children to dip brush and paint on the floor, wall and body. Then add the poster colour to the water and then do the same movements with the brush and if the child likes to do the movements with hands and leg let them explore it. While doing the movements will make a, u and I sound with a very variation pitch or voice modulation.	Clean and clear up the space. Wash hands and legs. Ritual Closure:- Quiet for 10 counts
17	17.11.17	10:30 to 11:15	Body - Movement-Drumming- Attention-Impulse control- Voice-Vocalization	Surprise	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: - passing the rope in a circle. Making movements with the rope, like moving up and down, side to side and front and back, then singing boat song.	Passone mallet in a circle each child will play with the mallet. Then each one of them will get the 2 mallets to hit on the floor. Then passing a frame drum in a circle to hit and pass it for one round. Then give a frame drum to each child to play. Then hitting the frame drum with alternative hands. If any of the children are making sounds or singing, group will repeat the song or sound. In the end facilitator will make aaa,uuu, eee with a simple pulse.	Keep back the mallets and instruments. Passing one smiley ball in a circle to press it. Then with one hand down on the floor rubbing the floor fast and slow, moving hands up and down. Ritual closure:- Quiet time for 10 counts.

18	20.11.17	11:15 to 12:15	Body - Movement- Visual Art- Physical Alertness and attention	Rock-Roll	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill warm up: passing the ball in a circle, rolling the ball and catching the ball.	Passing the paint dipped ball and rolling on the floor. Each child will catch the ball, throw the ball kick the ball. Then passing the brush and doing the movement with the brush.	Closure- each one will get a sponge to take the paint off from the floor and squeeze it in a tray. Clean and clear up the space. Ritual closure: - Quiet time for 10 counts.
19	22.11.17	11:15 to 12:15	Body- Movement- Games and exercise - Physical Alertness- Speed and strength, Muscles and Balance	Rhythm	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill warm up: - Telling them we all are going to the park and assigning the children.	10 rounds walking and running around field.	Back to the centre to de role the energy. Hand and leg shakes.
20	23.11.17	11:15 to 12:15	Body - Movement- Drumming- Attention- Impulse control- Voice- Vocalization		Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill Warm up: - passing the rope in a circle. Making movements with the rope, like moving up and down, side to side and front and back, then singing boat song.	Passone mallet in a circle each child will play with the mallet. Then each one of them will get the 2 mallets to hit on the floor. Then passing a frame drum in a circle to hit and pass it for one round. Then give a frame drum to each child to play. Then hitting the frame drum with alternative hands. If any of the children are making sounds or singing, group will repeat the song or sound. In the end facilitator will make aaa, uuu, eee with a simple pulse.	Keep back the mallets and instruments. Passing one smiley ball in a circle to press it. Then with one hand down on the floor rubbing the floor fast and slow, moving hands up and down. Ritual closure: -Quiet time for 10 counts.
21	29.11.17	11:15 to 12:15	Body- Movement- Games and exercise - Physical Alertness- Speed and strength, Muscles and Balance	Surprise	Ritual: circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill warm up: - Telling them we all are going to the park and assigning the children.	10 rounds walking and running around field. Each child takes turn to climb on a tree. If the child is not ready supporting them to just left one leg. No force in the process.	Back to the centre to de role the energy. Hand and leg shakes.

22	30.11.17	11:15 to 12:15	Body - Movement- Drumming- Attention- Impulse control- Voice- Vocalization	Ups and Down	<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down</p> <p>Skill Warm up:- Passing the mallets in a circle with a song playing. When the song stops everyone's hand goes up, when song starts everyone's hands go down. Sing song and pass the mallet</p>	<p>Then each one of them will get the 2 mallets to hit on the floor. Singing song while passing the mallet. Same instructions,when the song stops everyone's hand goes up, when song starts everyone's hands go down. Then give the frame drum to each child to play. Then hitting the frame drum with alternative hands. If any of the child making sounds or song group will repeat the song or sound. In the end facilitator will make aaa.uuu, eee with the simple pulse.</p>	<p>Keep back the mallets and instruments. Passing one smiley ball in a circle to press it. Then with one hand down on the floor rubbing the floor fast and slow, moving hands up and down.</p> <p>Ritual closure:-Quiet time for 10 counts.</p>
23	1.12.17	11:15 to 12:15	Visual Art- Attention and Impulse Control	Hard	<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down</p> <p>Skill warm Up:- Put the tape in the middle of the room. Each child will trace the tape with a chalk on the tape or on side of the tape</p>	<p>Make them to sit around the bench. Give each child a sheet of paper with an outline drawn. Each child will colour inside the box. Once they are done with crayons take back the sheet. Then again each child will get a sheet of paper without outline to colour inside the box.</p>	<p>Looking at the creations which they did on the sheet and talking about each creation. Keeping back all the sheet and materials. Hand massage. Ritual closure:- quiet time.</p>
24	06.12.17	11:15 to 12:15	Body - Movement- Visual Art- Attention- Impulse control	Fun	<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down</p> <p>Skill Warm up:- - passing the smiley ball in a circle and press it and feel it. When facilitator puts his hands up, no passing the ball when facilitator puts his hands down pass the ball. This will continue for 2 to 3 rounds. Then getting ready for visual art activity(keep banner in the middle of the circle and place on that a chart paper)</p>	<p>Each child will sit around the chart paper. Each one of them will get the maida paste to feel and do up and down movement. Facilitator will say hands up for stop and hands down for the start. 2nd round adding Maida and colour powder. Children will make pattern with the paste. If anyone wants to walk on the sheet with help, make them walk on it.</p>	<p>Clean and clear up the space, Wash hands and legs Then pass the smiley ball in the circle to make hands free. Ritual closure is: quiet time for 15 counts.</p>

25	07.12.17	11:15 to 12:15	Body - Movement-Drumming-Visual Art-Attention-Impulse control	Round and Round	<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down</p> <p>Skill warm Up:</p> <ul style="list-style-type: none"> - All stand in a circle holding hands. Facilitator stands in the middle and plays drum. Facilitator calls out start and stop and accordingly the group walks. 	Everyone sits in a circle. Cofacilitator will be asked to call out. Start and play the drum. When he is drumming facilitator scribbles. When the drum beats are stopped co- facilitator will stop. Facilitator goes to each child, in turn, and helps them understand this process. Once facilitator finishes with each child, scribbling as the drumming starts and continues is general instruction for everyone; and stopping when stop is called out.	Recap of session and appreciating each one's effort. Ritual Closure: Followed by meditation music for closure.
26	11.12.17	11:15 to 12:15	Voice- Breath and sound - Vocalization through game and exercise-Attention	Greeting	<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down</p> <p>Skill warm Up:</p> <ul style="list-style-type: none"> - Passing the paper role and glass in a circle making HA, HI. First round with HA and second HI. 	<p>Then pass the paper phone in a circle and talk with each child. After one round, co- facilitator will go inside the room with a real phone. Each children will get chance to talk on a phone.</p> <p>The co- facilitator will say "HELLO, GOODMORNING, and HOW ARE YOU". If the children are not ready to hold the phone it will be put on speaker.</p>	Closure with hello and "how are you" song, then massaging ears. Closure Ritual: 3 times OM.
27	13.12.17	11:15 to 12:15	Body- Movement-Games and exercise - Physical Alertness-Speed and strength, Muscles and Balance		<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill warm Up:</p> <ul style="list-style-type: none"> - Telling them we all are going to the park and assigning the children. 	10 rounds walking and running around field and try to climb a tree. If the children are not ready then just lift one leg and that is fine with no force in the process.	Back to the centre to de role the energy. Hand and leg shakes.

28	14.12.17	11:15 to 12:15	Body - Movement- Drumming- Attention- Impulse control- Voice- Vocalization	Rhythm	<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down.Skill Warm up: -Passing the mallets in a circle with a song playing. When the song stops everyone's hand goes up, when song starts everyone's hands go down. Sing song and pass the mallet.</p>	<p>Then each one of them will get the 2 mallets to hit on the floor. Singing song while passing the mallet. Same instructions,when the song stops everyone's hand goes up, when song starts everyone's hands go down. Then give the frame drum to each child to play. Then hitting the frame drum with alternative hands. If any of the child making sounds or song group will repeat the song or sound. In the end facilitator will make aaa.uuu, eee with the simple pulse.</p>	<p>Keep back the mallets and instruments. Passing one smiley ball in a circle to press it. Then with one hand down on the floor rubbing the floor fast and slow, moving hands up and down. Ritual closure:-Quiet time for 10 counts.</p>
29	20.12.17	11:15 to 12:15	Body- Movement- Games and exercise - Physical Alertness- Speed and strength, Muscles and Balance		<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill warm Up: - Telling them we all are going to the park and assigning the children.</p>	<p>10 rounds walking and running around field and try to climb a tree. If the children are not ready then just lift one leg and that is fine with no force in the process.</p>	<p>Back to the centre to de role the energy. Hand and leg shakes.</p>
30	21.12.17	11:15 to 12:15	Body - Movement- Drumming- Visual Art- Attention- Impulse control		<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill warm Up: - All stand in a circle holding hands. Facilitator stands in the middle and plays drum. Facilitator calls out start and stop and accordingly the group walks.</p>	<p>Everyone sits in a circle. Facilitator will start by making them to scribble for 1-10 counts for few rounds. Facilitator goes to each child, in turn, and helps them understand this process. Then start scribbling again as the drumming starts with 1-10 with a beat and continues and stop when stop is called out.</p>	<p>Recap of session and appreciating each one's effort. Ritual Closure: Followed by meditation music for closure.</p>

31	03.1.18	11:15 to 12:15	Voice- Breath and sound - Vocalization through game and exercise- Attention	Surprise	<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill warm Up:</p> <p>- Passing the paper role and glass in a circle making HA, HI. First round with HA and second HI.</p>	<p>Then pass the paper phone in a circle and talk with each child. After one round, co- facilitator will go inside the room with a real phone. Each children will get chance to talk on a phone. The co- facilitator will say "HELLO, GOODMORNING, and HOW ARE YOU". If the children are not ready to hold the phone it will be put on speaker.</p>	<p>Closure with hello and "how are you" song, then massaging ears.Closure Ritual: 3 times OM.</p>
32	04.1.18	11:15 to 12:15	Body - Movement- Drumming- Attention- Impulse control- Voice- Vocalization		<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down.Skill Warm up:</p> <p>-Passing the mallets in a circle with a song playing. When the song stops everyone's hand goes up, when song starts everyone's hands go down. Sing song and pass the mallet.</p>	<p>Then each one of them will get the 2 mallets to hit on the floor. Singing song while passing the mallet. Same instructions,when the song stops everyone's hand goes up, when song starts everyone's hands go down. Then give the frame drum to each child to play. Then hitting the frame drum with alternative hands. If any of the child making sounds or song group will repeat the song or sound. In the end facilitator will make KA KAA GHA with a simple pulse.</p>	<p>Put away the mallets and ask the children to rumble on the drum, fast and soft. Then keep the instruments back. Hand massage and blowing on hands. Ritual closure:-Quiet time for 10 counts.</p>
33	05.1.18	11:15 to 12:15	Body- Movement- Visual Art- Attention and Vocalization	Black and White	<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down.Skill warm Up:</p> <p>- Passing a doll or hand puppet to the group. Talking with animated voice. Each child gets a 1-1 turn to sayHI HELLO and GOOD MORNING. Then the group sings "Hello how are you song".</p>	<p>Start singing a song with the doll and puppet. Then create a shadow screen and each child will take turns to go behind the screen and play with the puppet.</p>	<p>Clearing up the materials by saying bye to the dolls. Closure with "it's I who build the family" song. Ritual Closure:-Quiet time for 20 counts.</p>

34	08.1.18	11:15 to 12:15	Body - Movement-Drumming-Visual Art-Attention-Impulse control		<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill warm Up:</p> <p>- All stand in a circle holding hands. Facilitator stands in the middle and plays drum. Facilitator calls out start and stop and accordingly the group walks.</p>	Everyone sits in a circle. As the co-facilitator hits the drum the facilitator will start to scribble for 1-10 counts for few rounds. Then the facilitator goes to each child, in turn, and helps them understand this process. They then start scribbling as the drumming starts with 1-10 with a beat and continue and stop when stop is called out.	Recap of session and appreciating each one's effort. Ritual Closure: Followed by meditation music for closure.
35	10.1.18	11:15 to 12:15	Body-Movement-Games and exercise - Physical Alertness-Speed and strength, Muscles and Balance		<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down. Skill warm Up:</p> <p>- Telling them we all are going to the park and assigning the children.</p>	10 rounds walking and running around field and try to climb a tree. If the children are not ready then just lift one leg and that is fine with no force in the process.	Back to the centre to de role the energy. Hand and leg shakes.
36	11.1.18	11:15 to 12:15	Body - Movement-Drumming-Attention-Impulse control- Voice-Vocalization		<p>Ritual:circle up, circle in and out, kick legs and punch hands, turn and right and left while singing a song and sit down.Skill Warm up:</p> <p>-Passing the mallets in a circle with a song playing. When the song stops everyone's hand goes up, when song starts everyone's hands go down. Sing song and pass the mallet.</p>	Then each one of them will get the 2 mallets to hit on the floor. Singing song while passing the mallet. Same instructions,when the song stops everyone's hand goes up, when song starts everyone's hands go down. Then give the frame drum to each child to play. Then hitting the frame drum with alternative hands. If any of the child making sounds or song group will repeat the song or sound. in the end facilitator will make FA, BHA, MA , TA and LA	Put away the mallets and ask the children to rumble on the drum, fast and soft. Then keep the instruments back. Hand massage and blowing on hands. Ritual closure: -Quiet time for 10 counts.

SECTION 7: ACKNOWLEDGEMENTS

- I would like to thank all the boys of my ABT group. Without them it would not have been possible to explore myself through this process.
- My greatest thanks to Snehadhara Foundation for all support I got through my ABT journey.
- I would like to thank my mentor Bunty Shrestha for guiding me, giving feedback and encouraging me throughout the ABT journey.
- I would like to thank Gitanjali Sarangan and Sumathi Ramjee for the wonderful teachings and valuable feedback.
- I would like to thank my teammates:-Kavita, Ramakrishna, Rittika, Rohit, Alamelu , Shashikala and Mangamma for supporting me in this journey.
- I would especially like to thank Mr Binayak Shrestha for helping me in making video for the project.
- I would like to thank my batch mates Vani Joshi and Rohini Chidambaran all the guidance.
- I would like convey heartfelt thanks to Achuta Nadapana for helping me with the graphs and for editing the project.
- Finally, I would like to say thanks to my grandmother for all her support and help throughout this journey.

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To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.

- Tony Robbins

