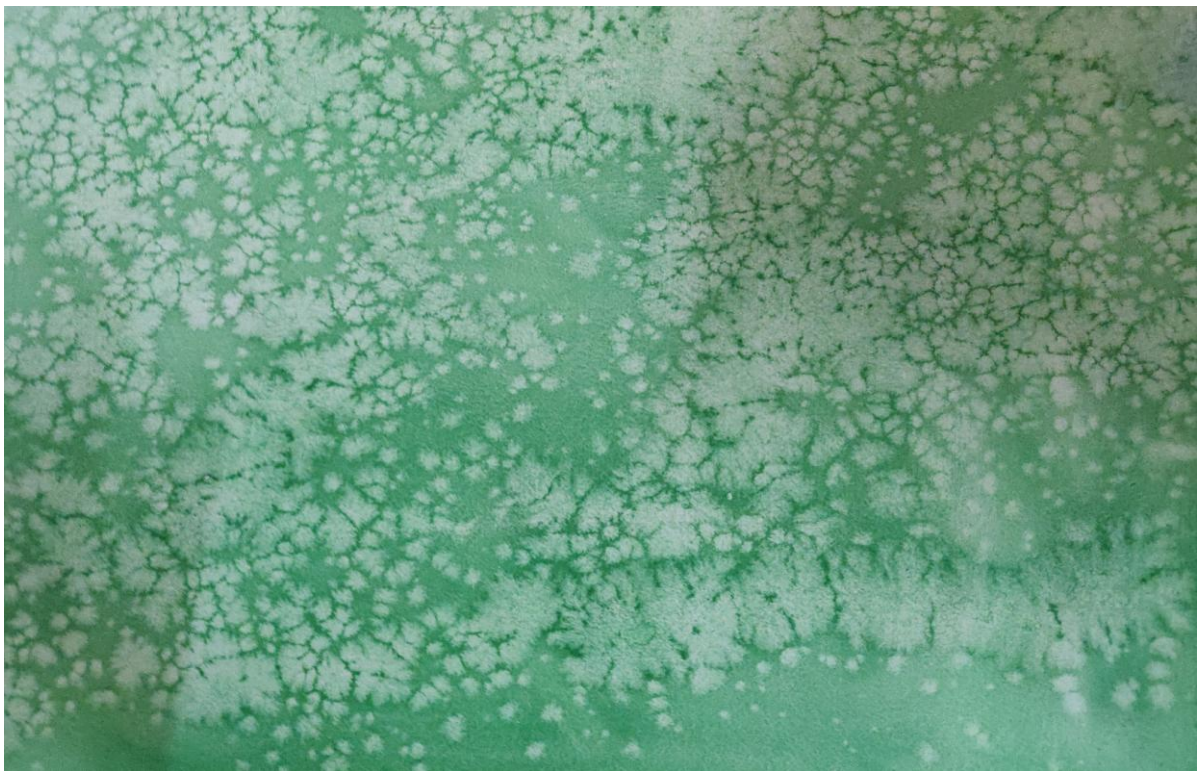


MERAKI

THE IMPRESSIONS WE LEAVE



Krutika Madhok

10/2/2019

This study was conducted at SNEHADHARA FOUNDATION, JP NAGAR, Bangalore from the month of October 2018- January 2019.

MERAKI

THE IMPRESSIONS WE LEAVE

A JOURNEY OF ARTS BASED THERAPY

A PROJECT REPORT IN FULLFILLMENT OF ABT
COURSE 2019 BY

KRUTIKA MADHOK

ROLL NO. 28

STUDY CONDUCTED AT SNEHADHARA FOUNDATION,
JP NAGAR, BANGALORE

2019

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ABSTRACT

The population for this project is a heterogeneous group comprising of children on the Autism Spectrum along with Down syndrome and Microcephally. In this group some are verbal and some are nonverbal. The children are in the age group of 8 to 17 years. The assessment domains for this group identified using Arts Based Therapy (ABT) is to improve attention along with impulse control, symbol recognition in the cognitive domain and descriptive speech in speech and communication. The ABT sessions were planned keeping these THERAPEUTIC GOALS (TG) identified for clients in focus. The action research consisted of 35 contact sessions incorporating different artistic skills.

Each client was assessed in three focused areas: speech and communication, attention and impulse control. 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.

ABT Project Plan (2018-19)

The larger problem

The population chosen for this project is a heterogeneous group of children with special needs; which includes Autism, Cerebral palsy, Down syndrome, intellectual disability and Microcephaly. The group consists of 8 children from 8-17 years old.

6 of the 8 children in the group are verbal; most of them use words for communication while two of them can communicate with simple sentences and words with prompts. 2 children are nonverbal who communicate by the way of gestures, facial expression, movements and sounds.

Intellectual disability (ID) or mental retardation is characterised by low mental capacity and ability to perform tasks of everyday living. Intellectual disability ranges from mild to severe; some of the most common signs of ID are: difficulty to connect actions with consequences, explosive tantrums, difficulty with problem solving and logical thinking, speech trouble or delayed milestone development. In individuals with severe or profound ID, there could be health problems as well, motor impairment, vision problems, skills impairment, seizures, mood disorder, autism etc. the causes for ID can range from genetic conditions to problems during pregnancy or childbirth and or illness/injury ("Intellectual Disability (Mental Retardation)", 2018).

Autism spectrum disorder (ASD) is a developmental disorder that affects communication and behaviour; this is known as a "spectrum" disorder because of the wide range and type of severity of individual's experiences. Some of the most common symptoms are restricted interests, repetitive behaviour and speech, little eye contact, getting upset with slight changes in routines, being either less or more sensitive to sensations and sensory inputs. The causes range from genetic dispositions to low birth weight and studies are still being done to understand more causes for this ("NIMH » Autism Spectrum Disorder", 2018).

Down syndrome (DS) individuals with Down syndrome are born with an extra chromosome; chromosomes are bundles of genes and extra bundles can affect mental as well as physical areas of the body. The effects vary with each person from mild to severe with varying difficulties with thinking, reasoning and understanding; sometimes it occurs with other conditions such as heart problem, trouble with vision and hearing. The causes are

still unknown; researches and doctors haven't been able to link it to the environment or parent's lifestyle. There are certain symptoms which are common to individuals with Down such as physical symptoms, tongue sticking out, eyes shaped like almonds, flat face, small feet and hands, low muscle tone, loose joints, short height, neck and head ("What Are the Symptoms of Down Syndrome?", n.d.).

Cerebral Palsy is a group of disorders that affect muscle movement and coordination's; it may affect vision, hearing and sensation. It's one of the most common causes of motor disability in childhood; the causes of this range from abnormal brain development during pregnancy, the damage affects parts of the brain that control movement, coordination and posture, or the first few years of life to lack of oxygen during delivery, maternal infections, bleeding into the brain, accident, child abuse. This also affects other functioning's such as communication difficulties, drooling, spinal deformity, poor bone density, dental problems, osteoarthritis and or bladder control issues (Gill, 2018).

Microcephaly (MC) is a birth defect where the baby's head is smaller compared to its counterparts; there can be multiple causes for this ranging from genetic changes, malnutrition, and low blood supply during pregnancy to infections and exposures to toxics and or harmful substances. This can take place either during the period or pregnancy or after birth. It can be from mild to severe where it can exist with no major birth defects or in combination. Some of the problems children with MC face are seizures, developmental delays with speech and milestones, hearing-vision problems, problems with movement and balance and a decreased ability to learn and function with activities of daily living ("Facts about Microcephaly | Birth Defects | NCBDDD | CDC", 2016).

Literature review of all arts based therapies

The arts are a powerful tool; everyone says it, it has a way of reaching out to anyone and everyone, touching parts of their being and leaving everlasting imprints. We have all experienced these tools; some of us do it every day; arts have a way of expressing oneself without using words and in some cases words. The power of the arts has been used in various therapeutic settings, there has been a tremendous amount of research done in this field, and most is qualitative research. The arts are a culmination of a space that promotes inner reflection, creativity, improvisations, expression, that plus a healing intent leads to growth and development. The use of the ABT with children presents so many opportunities to grow and learn for the children and the practitioner, the

arts is a combination of music, dance and movement, theatre/drama, rhythm, play, visual art and music.

Dance and movement therapy

Dance and movement therapy is the body talking for the mind, it is an apt representation of the mind body connect that we all feel, the most obvious and blatant implication of dance and movement is on gross motor development, but it also helps in building association, sustaining attention, impulse control, speech and language development. These therapy sessions can be done with and without the use of props (Arrey, 2017).

Drama and Play Therapy

Play therapy is widely used to treat children's emotional and behavioural problems because of its responsiveness to their unique and varied developmental needs, the use of play in therapy provides a platform for a child to act out their feelings in the most natural way possible by engaging with the play material (Lilliard et al., 2012). Play is a tool of communication and expression just like Theatre, it provides a safe space for emotions to be explored; theatre has a great ability to enhance social, emotional and language development of children with ASD, it allows people to use their imaginations to create a dramatic reality, a reality that is almost true, in order to see outside of themselves, confront stressful situations, and form the positive attitudes necessary for growth. The different tools that theatre has to offer of improvisation, props, narrative development to be in-the moment provides for growth in various facets, it helps in improving creativity, building and creating symbols, self expression, self knowledge, expression and understanding of emotions, helps with transitions, planning and analyses, attention and peer engagement (Wheater, 2013).

Theatre helps children with autism to practice real-life situations and conflicts in a safe environment as there are no true consequences and a lack of pressure to react 'correctly' to a certain situation

Visual art

Visual art is one of the strongest tools for non verbal communication, even with children who have language impairment, their symbol recognition and capacity is still intact and can be assessed or gauged through visual representation, this medium is flexible it works on various domains of an individual, starting with fine motor skills to creating new and building on previous associations, it has also been noted in some case studies that it works on a Childs descriptive speech, creativity and imagination. So many abstract concepts and key concepts can be

explained though this medium such as front and back, location of object in space, volume and proportions (Silver, 1975).

Music

Music as tool for therapy has been used for years, there has been multiple researches conducted to understand the efficacy of this tool; music therapy includes creating, singing, listening to, or moving to music. A research conducted to see the effects of music therapy on social responses on children with Autism found that there was a significant increase in the children's ability compared to the control group. Another research was done to understand the relationship between joint attention and music, and the results indicated that with careful manipulation of the tool, music is able to help sustain joint attention (Li, 2016). It has the ability to attain and develop verbal and non verbal means of communication, since both music and speech incorporate patterns of pitch and rhythm. In addition to patterns, both music and speech share a steady flow, either of notes or words. This association can help those with ASD to improve upon the flow of their speech. Music therapy techniques can assist those who are non-verbal in improving upon their communication abilities, through gestures, facial expressions, and body language there is a flexible and open space that music provides for individuals to communicate and express themselves. It is effective in increasing the frequency of communication behaviours such as vocalizations, verbalizations, gestures, vocabulary comprehension, echolalia, and communication intention (Drake, 2014).

Hypothesis

In a population of children with special needs, Arts based therapy would enhance levels of attention, symbolic recognition under cognitive domain as well as descriptive speech under narrative capability.

SECTION 3 – METHODS

3.1 Eligibility criteria for participation

For the purpose of this study the group chosen is a heterogonous group with 7 participants. The children included in the study are all part of the same organisation and of the same group; the children have been coming to the centre for more than 6 months to a year.

Demographics of the group

Age	8 to 17 years
Gender	2 girls 5 Boys
Background	Urban families
Other Relevant info	No formal education

3.2 Logistics

The study was conducted at SNEHADHARA FOUNDATION; Arts Based Therapy centre in JP Nagar, Bangalore which works with children and adults with special needs. The study was carried out in a classroom with a heterogeneous group.

The start date for the project was 3rd October; the session was scheduled for 3 days a week; Monday, Wednesday and Friday from 9:30-10:45 am.

3.3 Data source and data collection protocol

Test to be administered	Participants	Dates of Administration
EPR	Ar,As,Kb,Ch,Sn,Sv,Ya	Pre October Post January
6PSM	Ar,As,Kb,Ch,Sn,Sv,Ya	Pre October Post January
Observation format (attention)	Ar,As,Kb,Ch,Sn,Sv,Ya	Pre October Post January
Observation format (Narrative capability)	Ar,As,Kb,Ch,Sn,Sv,Ya	Pre October Post January

Video recording plan

PURPOSE- Observation

CAMERA USED- Mobile phone

ORIGINAL TAPES/DIGITAL FORMAT-

RECORDING DURATION AND FREQUENCY – 45- 60 MINS, once every two

weeks

RECORDING FOCUS- Group pan and individual cases

FRIEND OR PROFESSIONAL – colleague

CAPTURING SOUND – Sometimes

EDITING- yes

3.4 Methods used (SRS summary)

The ABT sessions were planned keeping the THERAPEUTIC GOALS (TG) identified for each child and the group in focus. These goals were arrived at, after the pilot phase of the project which consisted on 15 sessions that was done in August. The action research consisted of 35 contact sessions incorporating different artistic skills.

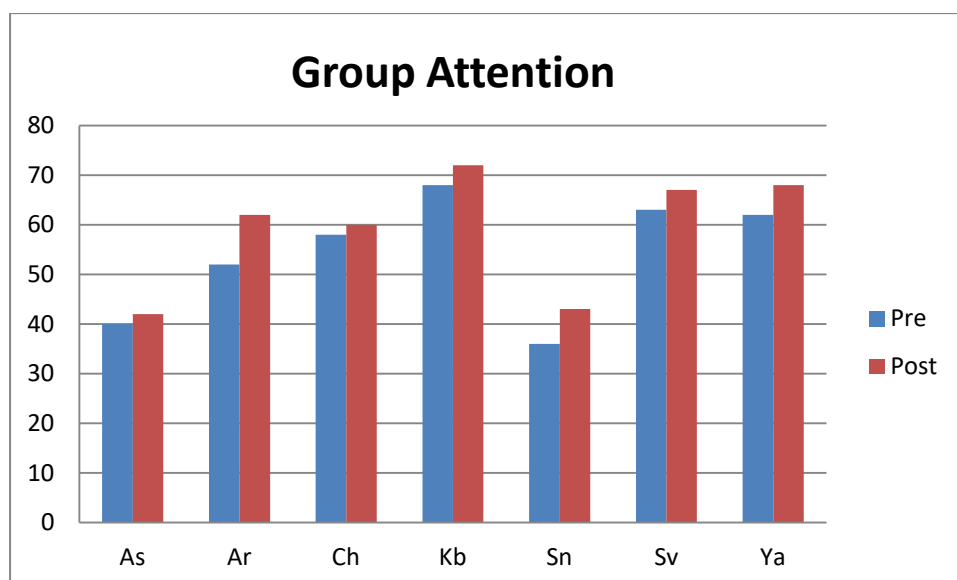
The session always started with an opening ritual where “flute and nature” sounds play while the group comes together. This was followed by a skill warm up, mostly consisting of voice exercises at varied pitches. The warm up would lead to the creation, which were more focused on the TG’s. The sessions had a variety of artistic skills beings used together and/or independently. The Group goals of attention, symbol recognition and narrative capability were achieved through the artistic skills of movement, song creation, games and exercises, such as Pictionary, rock paper scissors, use of sounds, memory games along with visual representation of the same, matching of objects, theme based sessions to enhance communication, like, show and tell, talk show, image association and story creation. For group interaction skills, the activities were done in group setting as well as by sharing of materials, guessing games and turn taking. Closure for all the sessions were the same, the opening songs would be played, where the groups relaxes along with quiet time, the de-rolling was rubbing of hands all over the body and its parts that were used and throwing it in the centre along with a gratitude circle, where each child was thanked for their contribution and participation. Each artistic medium helped the children to communicate and express themselves creatively and confidently by using language, gestures, sounds and facial expressions. The children thoroughly enjoyed the different games that were introduced, EPR based sessions, and story making sessions, that brought a lot of improvisations using voice, character and body.

SECTION 4: Results (Outcomes)

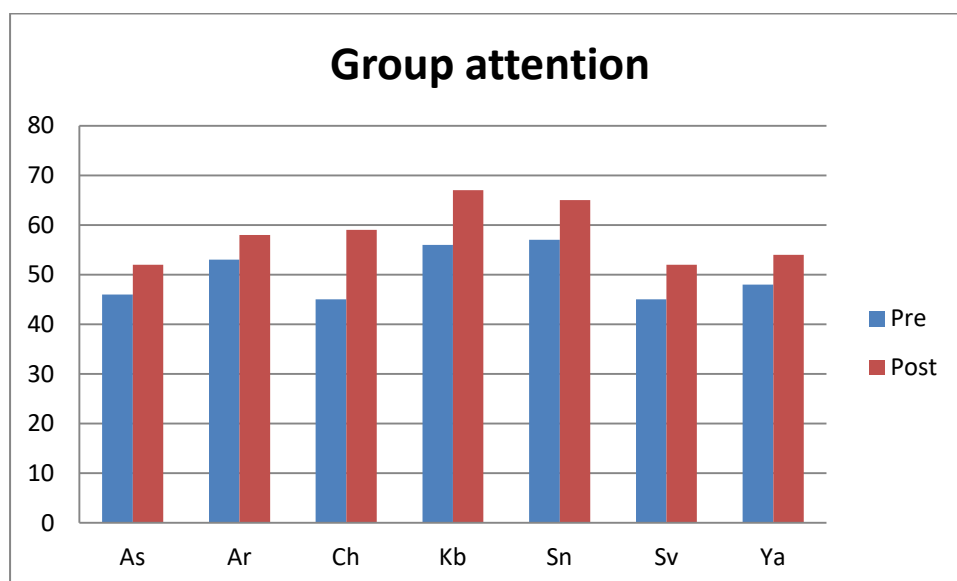
Each client was assessed in three focused areas: attention, speech and language, Symbol recognition and Embodiment of EPR. In each of these TG's each client received two performance scores based on the assessment form, except for EPR. All the above mentioned TG's observation formats were filled by both 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 Graphs below.

Attention

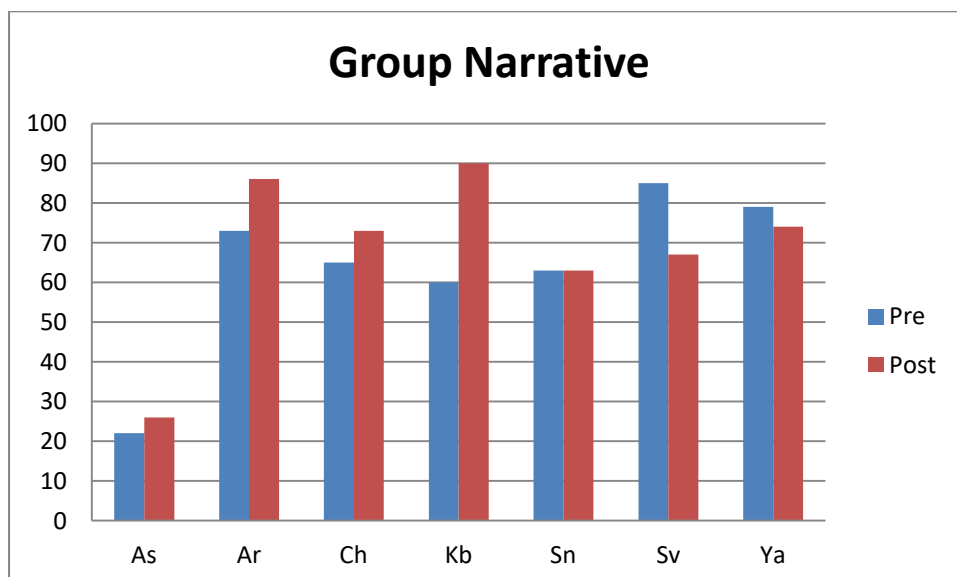
GRAPH 1- Group attention (Parents)



The graph is a compilation of the parent's observations of the children at home, the graph indicates an overall improvement for the group, and the overall average for the group is 56.54 which indicate a 3% improvement since the pre-testing. There are some very notable improvements for two children, Ar and Sn with nearly a 10% improvement, whereas for Ch and As, the improvement is minute but still prevalent.

GRAPH 2 – Group attention (Facilitator)

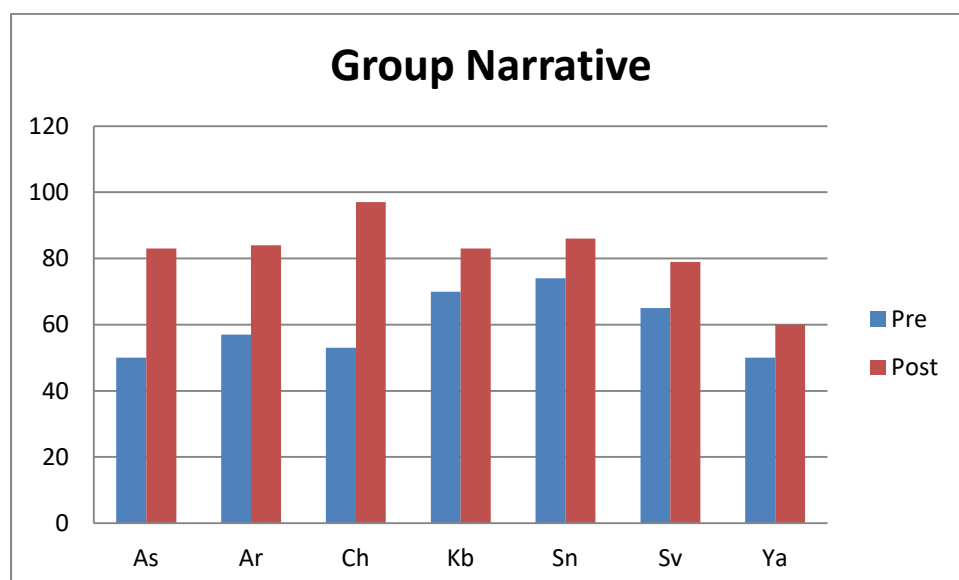
This graph shows the Practitioners observations for the children during the sessions, the graph shows an overall improvement for each child, and the overall average of the results is 4% higher than that of the pre- testing done in October. There are some very notable improvements for Ch, Kb and Sv, who have had more than 10% of an increase with regards to attention.

Narrative Capability**GRAPH 3 – Group Narrative (Parents)**

The graph shows the Parents observations of the children's narrative capability at home, with siblings, relatives, each other and in expressing of needs. The overall average for the group is 66.14, which shows a 3% increase since the pre-testing period. The graph indicates very notable improvements for Kb, Ar

and Ch; As has shown a slight improvement, whereas Sn has shown none. The graph also indicates a decline for two children, Sv and Ya.

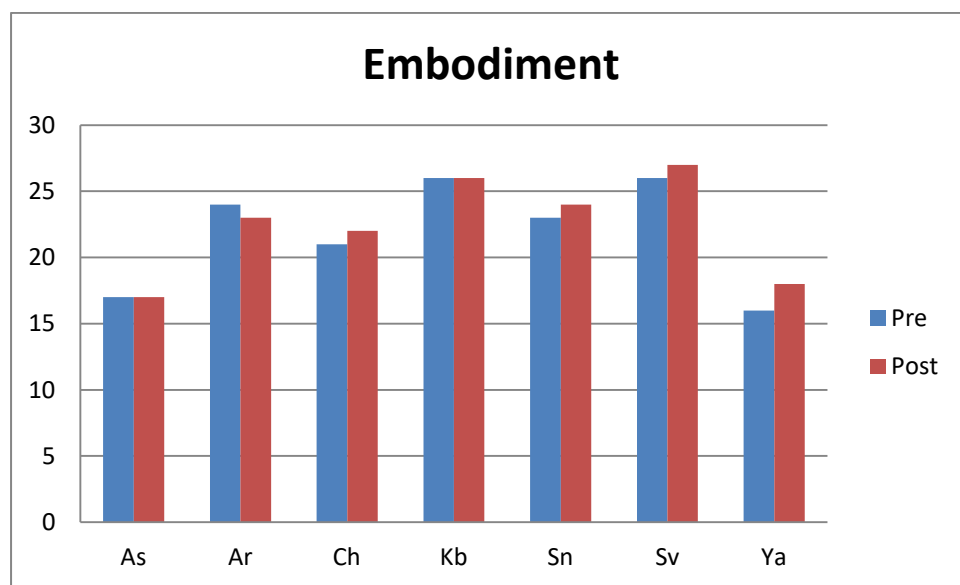
GRAPH 4 – Group Narrative (Facilitator)



The graph shows the Practitioners observations of the children's narrative capability at school, with peers, adults and expression of needs. The overall average of the group is 70.7, which indicates a 11% increase since the pre-testing period. The graph shows some notable improvements for all the children, but for As, Ar and Ch, there is a spike of more than 20%. There are some similarities between the parent's observation and that of the practitioner, both the representations have shown an increase for both the TG's. One of the reasons for some inconsistencies is the parent's generosity with pre action observations and the inconsistency of the same parent filling the form for pre and post observations.

EMBODIMENT, PROJECTION, ROLE

Graph 5



The graph above shows the groups progress with the use of body for expression; they were rated on a scale of 1-5, with 5 being always and 1 being rarely. For clients, AS and KB, there is no change, for client AR there is a decline by one point, for the remaining 4 clients, there is an increase. There is an overall increase by 1%. The sessions that they were assessed on can be viewed in the Appendix 5 (**SESSIONS RECORD SHEET**).

4.2 RESULTS DETAILED

CLIENT 1: AS

Family background

AS is 8 years old, he lives with his mother, father and older sibling.

Academic information

Strengths- AS is a non verbal child, he responds mostly through facial expression and gestures; sometimes there is vocalisation of sounds. His cognitive ability to narrate and identify objects is low, he can identify some animals, letters, numbers; he tries to imitate the mouth movement for sounds even if none comes out. When any object is put in front of the group he is the first to go for it. He shows good sitting tolerance even when he is not participating in the activity. His primary mode of contact is touch and even if he is engaging in an activity he uses the facilitators hand to do the activity instead of his own

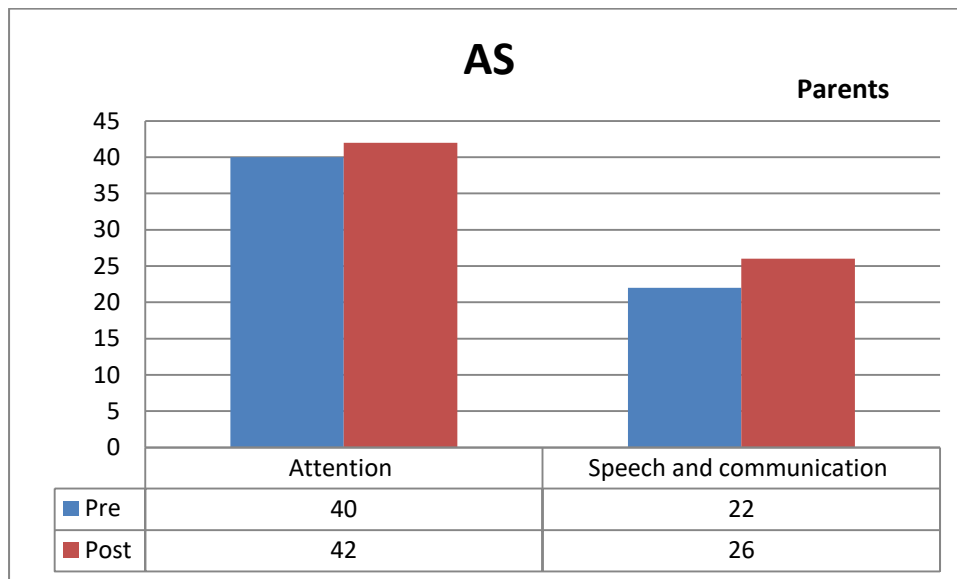
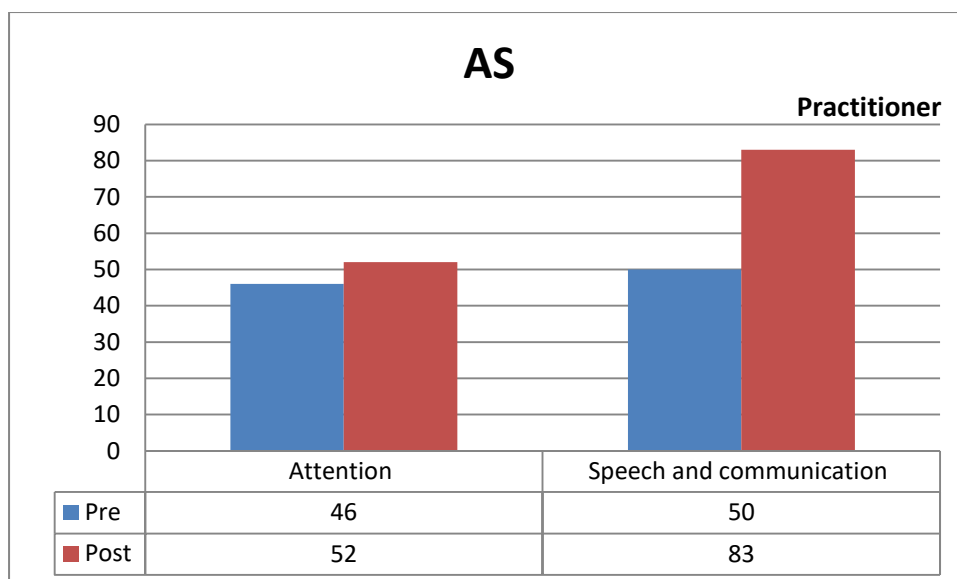
Weakness- He shows poor impulse control, he snatches materials from his peers and even irritates them by removing their spectacles etc. He does not have sustained attention other than for colouring activities; the whole world is his canvas because it doesn't just remain on the sheet. His participation in group activity requires prompts. Aashish understands all instructions that are given to the group; sometime he chooses to not follow them. He needs help with his toilet needs as he unable to communicate so.

Medical background

No information regarding his medical background.

Creation

AS first area of need is narrative capability with a focus on descriptive speech; in body domain the main area of focus is oral motor skills, in the cognitive domain auditory and speech discrimination and symbol recognition and levels of attention need to be focused on.

GRAPH 6**a) COMPLIATION OF PARENTS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION****b) COMPLIATION OF FACILITATORS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION****A) ATTENTION & SYMBOL RECOGNITION**

AS had a really low sitting capacity, by the end of the action research period his ability to sit through the session, with or without participating has increased. His impulses still require work, when the activities require him to hold onto something to pick something up, his response time is quick and effective but when he has explain something or do movement his response time is relatively slow. It has been observed that when instruction are given in both, Kannada and

English, he can follow through better, than when it's given in only one language. He is able to recognise most of the objects that are shown to him, his smiles and sounds confirm his knowledge of it, which has also led to an increase in maintaining eye contact. When it comes to drawing the symbols his responses are mostly scribbles and then he is shown a symbol for it; recently for one of the session when he was asked to pick a card and show it with actions, he took another person's hand and placed it on the hand card. Whenever he is learning something new, he pays a lot of attention to the mouth movement and hand movements which help in creating a vocabulary for him in terms of gestures and has resulted in an increase in imitation. For the memorizing of objects he emptied the whole tray and touched each item and give it his time for exploration; when it came to recalling his expression was used for confirmation; with matching of objects he was able to do most of them since they were everyday items, he had trouble with the pairing of two of them; lock and key which he paired with a sheet; his response time for this was also quick; for the Mandala and element sessions he was slow and confused but he identified himself with the fire element.

B) NARRATIVE CAPABILITY (DESCRIPTIVE SPEECH)

From graph 6a and 6b, we can see that there is an increase in the Childs capacity of expressive and receptive language. Some of the observations made during the sessions are, the sessions start with voice work where the group repeats the vowels along with letters that require the lips to come together, during this time he observes the mouth and tries to imitate the movement; very faintly you can hear him speak the vowels, which he also does when he gets excited about something at a high volume; initially with the talk show set up he was barely sitting and would keep moving around, after a few sessions he sat on the chair for at least some questions to be asked; he would always hover around the set up though, whether it was his turn or not, his responses were confirmed based on his facial expressions and sounds; He is still given options for his answers; but he is able to pick what he wants as his answers initially the options had to repeated multiple times to get his attention, but now only twice in English and Kannada and he gives a reaction; for the theme of self he was able to identify his name, that he lives in a building, he was able to mention he lives with his mother and father, for the daily routine theme there was fixed routine or sequence established by him, for the birthday theme the information given by him was jumbled; he didn't respond for any birthday celebration but he gave a sound reaction to the month of march and the number 8 for his birthday; his response for what shape house would you like to live in was cylinder/pipe; the theme of emotion has recently been explored where he is able to recognise two emotions, happy and sad which he mimics as well; for the magical item he chose was a wand; he was very fascinated with the stars drawn on the picture; he kept tapping onto them and following their direction; he didn't really make a wish but he reacted to some of the words that were mentioned with sounds and facial expressions; like family and hands; for the Mandala activity he identified

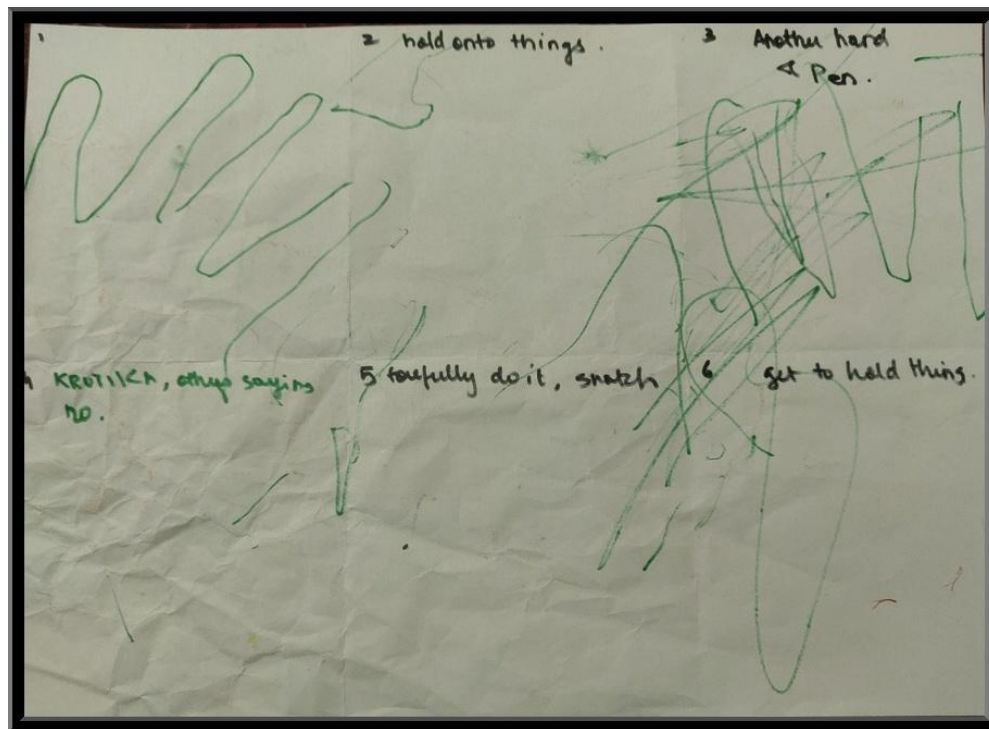
what he likes some of the things that he mentioned were: friends, fingers, park, Appa and music. For the song writing session he gave three sounds which were used for the opening of the song and got a smile on his face.

C) 6 PIECE STORY MAKING

Pre

There is no image of his first 6PSM because he wouldn't sit in one place and he tore the sheet he scribbled on.

Post



The 6PSM is one such ABT tool, which encompasses all the three domains that were being worked on, that is attention, symbol recognition and narrative capability. From the above image we can see the change in sitting tolerance, since he completed the second one. He decided where the story would lead based on the prompts/options that were given to him. AS picked a marker and doodled as the story progressed; his responses were confirmed with his facial expressions and sounds; the character of his story is his hand; which he placed onto the sheet and held a pen asking the facilitator to trace it; the progression of his story is as follow; "the hands wants to hold onto things; things that would help him is another hand to hold onto or an object like a pen; things that are obstacles are the facilitator and others saying no; he would snatch or be forceful and accomplish his task and in the end the hands gets to hold things".

CLIENT 2: AR**Family Background**

AR is 14 years old. He has MicroCephal. He lives with his father, mother and younger brother.

Academic and Rehab background:

Strengths- AR is a nonverbal child, who expresses himself through gestures, sounds and facial expression. He loves the medium of music and dance and is very expressive and energetic during these sessions. He is also an active participant for body movement exercise; warm-ups, stretching etc. He is able to distinguish, identify objects based on shapes and sizes he is also able to recognize the letters of the alphabets and key concepts of big and small, more or less, heavy and light, greater than and less; He has shown great participation in storytelling and drumming sessions where he expresses himself beautifully with hand gestures and sounds; he is also independent with his eating habits; his levels of interactions with his peers is good, and he is comfortable in sharing materials with others and working in groups.

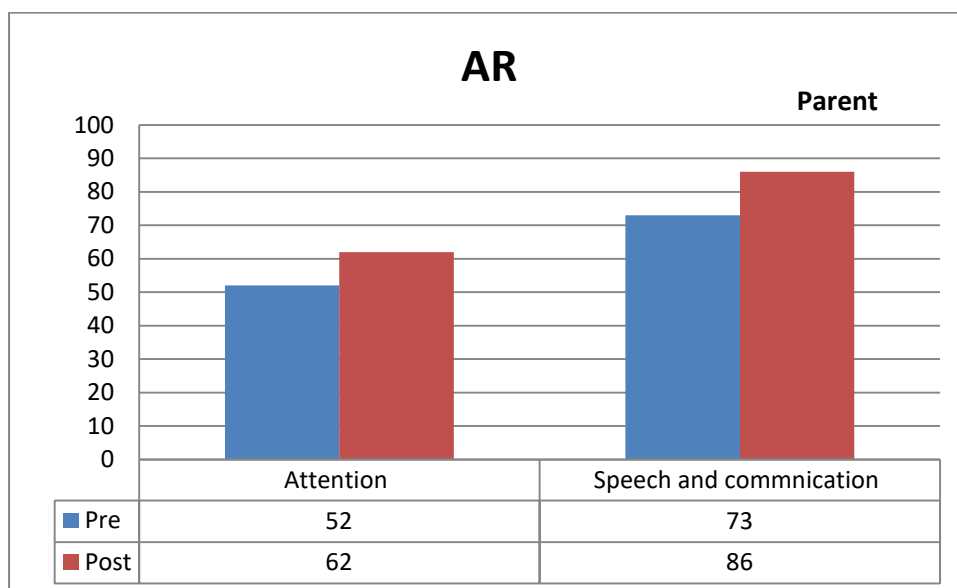
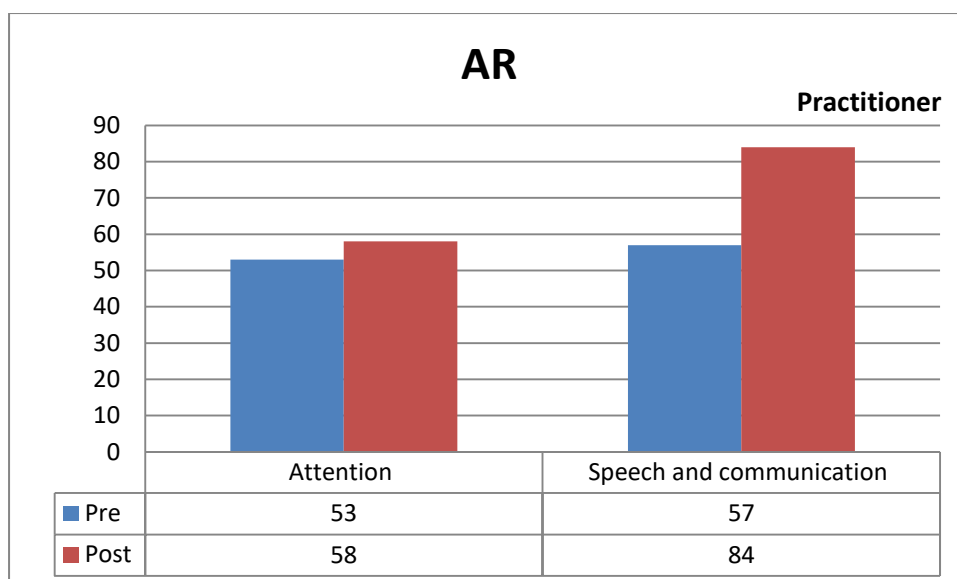
Weakness- requires prompts to stay focused on a task and following instructions; he is not toilet trained. He requires work on his impulse control.

Medical background

He takes medication for epilepsy. He has constipation problem. He is not toilet trained so wets himself at times. He needs to wear a bib all the time since he drools.

Creation

AR first area of need is narrative capability with a focus on descriptive speech; in the body domain the main focus is oral motor skills and from the cognitive domain symbol recognition and symbol relationships and levels of attention need to be focussed on.

GRAPH 7**a) COMPLIATION OF PARENTS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION****b) COMPLIATION OF FACILITATORS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION****A) ATTENTION & SYMBOL RECOGNITION**

The communion for these sessions are voice work, the group repeats vowels and letters that make the lips touch, AR is able to say all the vowels in terms of the mouth movement, for certain vowels like a, o, e, he is able to say it effortlessly, for the others he still takes his time and responses are usually delayed. For the session involving sounds, his enthusiasm and levels of participation were both high he produced multiple sounds of different vehicles such as bikes, car, truck,

bus; for the animal sounds he produced minimal sounds like that of a lion, tiger etc, but he was quick with picking up from his peers and mimicking. The session where image cards were used, his response is quick, and he logical answers for instance one the cards he picked was of a radio, where he said it plays music, then he did a motion of turning the volume up and then mentioned that it's not working, through gestures. For the session for drawing and acting out his word, he got a bed, he drew scribbles on the board, he used the image as his guidance tool, what he made vaguely had the boundary of the bed, he was able to show gestures based on the questions the facilitators asked for his peers to guess, which they did. For identification of basic shapes along with embodiment/gestures for it, he was able to do most of them he got confused between a rectangle and a square and showed the same gesture for both of them. For the game of rock, paper, scissors he picked the symbols quickly and was very fascinated by the scissors symbol, which he kept repeating, the combinations were a little confusing for him, but he picked on the use of scissors quickly. For the memory tray session, he picked each object and gave it his time for exploration; he drew scribbled onto his sheet with some gaps and recalled all the items using gestures. When he had to match items to each other, he was a little slow, he was able to recognise all the items separately but for a few of them in terms of its combination he was confused, His embodiments for the Mandala of different elements were limited to hand gestures, he denoted air to be his dominant element. For the scarves matching session, he was able to match all the scarves to its respective counterpart, he got a little confused with the tones, but when he put it up against a darker one he figured it wasn't the one and would move to the other tone by himself, without any prompts.

B) NARRATIVE CAPABILITY (DESCRIPTIVE SPEECH)

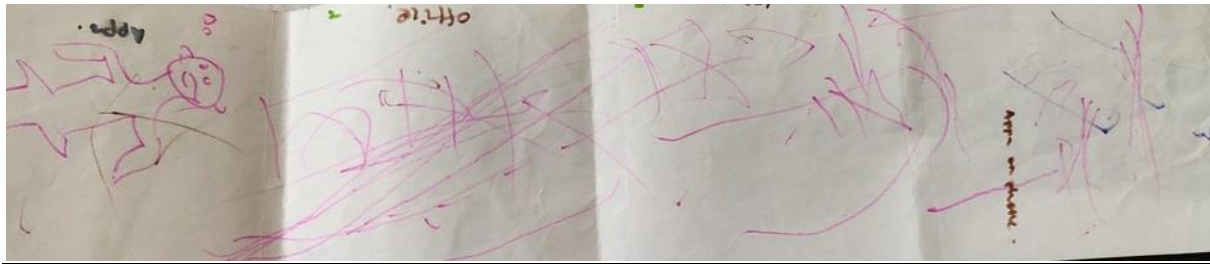
From graph 7a and 7b, we can see that there is an increase in the Childs receptive and expressive language; some of the observations made during the sessions are, AR didn't volunteer to be the first to go on the show, till the last few sessions. Initially with the set up, he was fascinated with the camera that was around and his attention on the questions would go away. For the theme of self, he is able to identify himself, and mention that he lives in a building with gestures. He was clearly able to establish and narrate his routine from home to school, when it came to school he was confused with days and sessions. For the theme of favourites he was able to answer all questions with gesture. For the theme of family he had some trouble in understanding the questions and required prompts for answers, but once he understood the theme his response time increased. He was able to mention the members of his family using hand and facial gestures; he mentioned his big brother to be his favorite family member and when asked what his parent's names are he tried responding in gibberish which sounded like their names being said. For the theme of wishful thinking, the object he identified and chose were sunglasses; when asked what his wish would be he mentioned a lot of things which he opted out of the options that were given to him; car rides and eating chocolates along with friends and lots of balloons. For the theme of imagination he was asked two questions, what shaped house would you live in to which he said circular, what holiday would you

create if you could and he put his hands in his pocket which the facilitator picked on and said "pocket holiday" to which he nodded his head, the next time he was asked the same question to ask the purpose of the holiday to which he picked the latter option of hands staying in the pocket all day long. With the recent shift to emotions, the card he picked out was anger and he even mimicked the expression; he was asked the following questions, does AR feel angry? Yes, what makes you angry? He was pointing at himself; he was able to mention what he does when he feels the emotion and how he counteracts it. He is able to mention the things he likes and dislikes based on the Mandala activity that was done" AR stopped on the "I don't like" circle, his statements were based on the actions that he was doing, "no music playing" "mirror" after that he shifted to mentioning things he likes, without any prompts he mentioned three things he likes "I like praying" "phone" and "music".

C) 6 PIECE STORY MAKING

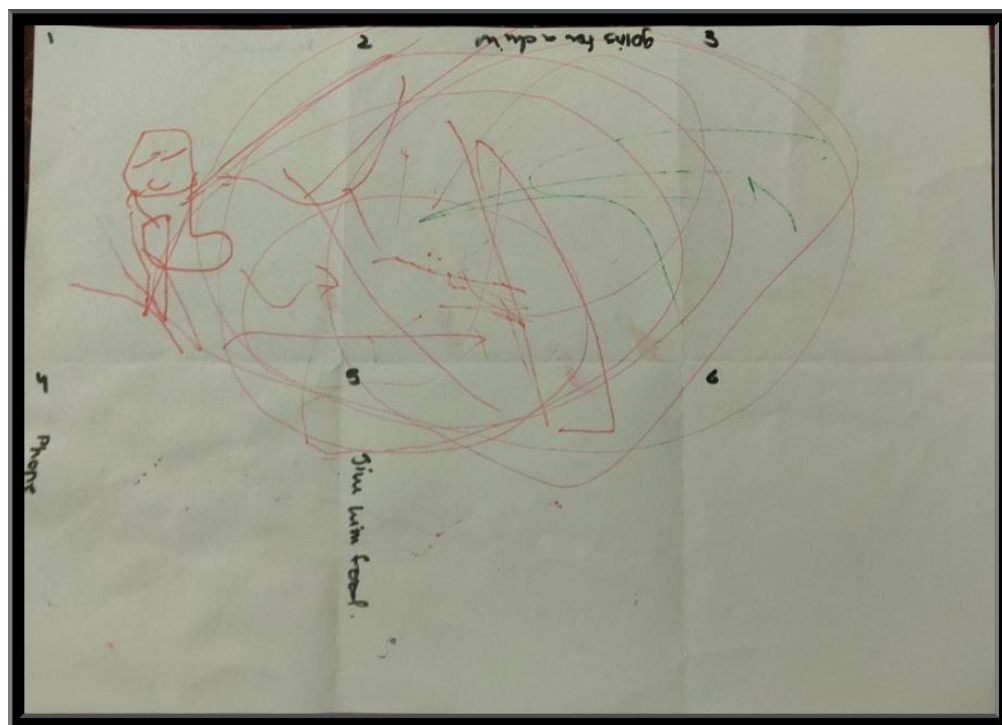
Pre

Image 1



Post

Image 2



The 6PSM is one such ABT tool, which encompasses all the three domains that were being worked on, that is attention, symbol recognition and narrative capability. From the images above we can see the change in the story making process, initially his story had no ending, the second time it did have a definitive ending. The objects and characters are more or less the same, the only difference is the addition of food for the second story. For the first story, the facilitator had to give him options to choose from, for the second one only the question was enough and he came up with the answer himself, His story for the image 1 is "who is the character? Appa, what is his goal? To go to office, who/what will help him? car, what is causing trouble? appa being on the phone, what will help him? to note down his information, the ending is none."

The story for image 2 is "for his character he drew a face; his character is his appa, who wants to go for a drive ; things that can help him are a car and some food; obstacles are the phone; problem solving is give him some food and throw his phone away; the outcome is he goes for a drive"

CLIENT 3: CH

Family background

CH is 14 years old. She has Cerebral Palsy. She lives with her parents and with her elder sister who also has cerebral palsy.

Academic and Rehab background

Strengths- CH is a verbal, energetic, sociable child who always smiles and laughs. She has good cognitive skills, she is able to distinguish, identify and classify objects based on shapes and sizes. She loves to sing and dance. She can identify objects, colors, alphabets, and numbers. She loves visual art, drumming sessions. She understands the instructions given to her and follows them to the best of her ability. She has good impulse control. Her attention skills are good. She shares her materials. Story session and role play really seem to bring out her creative and expressive side with words, gestures and facial expressions. When she is excited about activities she screams to alert everyone, she is also observant of her peers and what they are doing.

Weakness- Her speech is limited to words; however, if the facilitator asks her to repeat a particular sentence, she repeats it although there is not much clarity. Her vocalization and language articulation skills are poor and her reading ability needs to be worked on.

Medical background

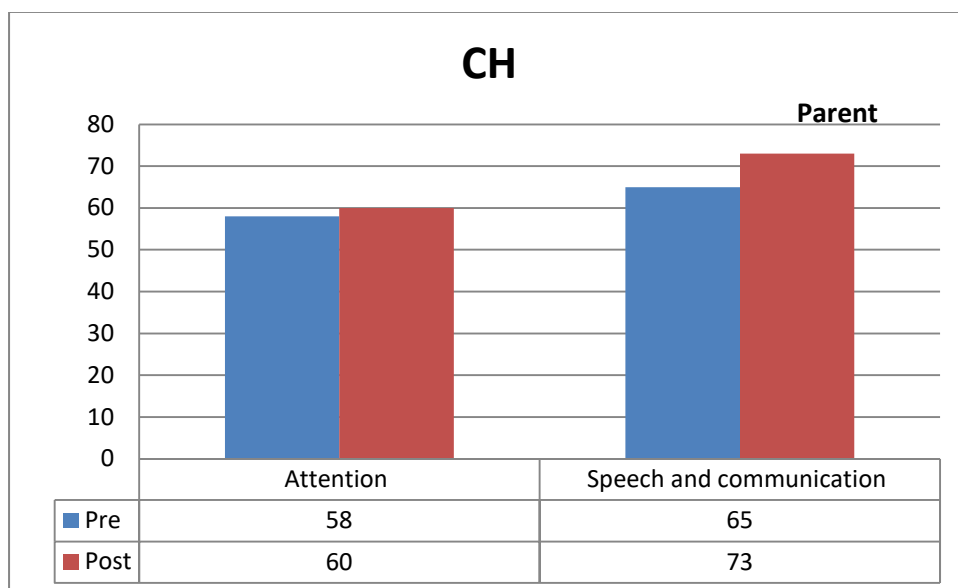
CH is under medication for epilepsy. She is very accident prone. She has fallen 5 to 6 times and has had hairline fractures on both her feet.

Creation

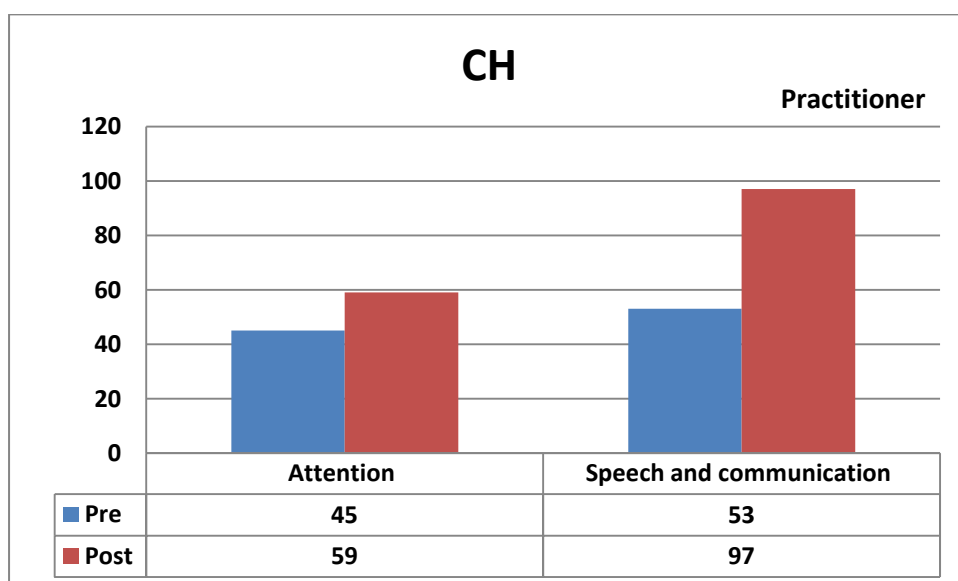
CH first area of need is narrative capability with a focus on descriptive speech and story construction; in the cognitive domain symbol recognition and abstract reasoning and levels of attention need to be focussed on

GRAPH 8

a) COMPIATION OF PARENTS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION



b) COMPIATION OF FACILITATORS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION



A) ATTENTION & SYMBOL RECOGNITION

Ch is always energetic for these sessions; as soon as she hears the opening music her body becomes straight and her eyes become big, this indicates an increase in her ability to be present to the moment. When sounds were used as the theme her initiative to produce sounds for others to follow was immense, she produced sounds of different animals as well as vehicles on the road, while embodying them. She is able to recognize the image and letters that she would chose, one of the cards she picked was that of an elephant, which she represented by drawing circles in a spiral and when she had to act out the elephant with the help of cross questioning she was able to make the trunk and show it to others, for spiral she went round and round. When things are broken down to questions she finds it easier to answer, for instance one of the images she picked was a bag, when asked "what's in the bag, she looked blank, but when asked is there any food, she says yes, what food? Sometimes she needs options other times she says it herself, idli, chips." For the emotion mapping activity, she was able to correlate the emotions with its respective colour and put it on the sheet, she did move beyond the boundary. For the game of rock, paper, scissors, she picked on the symbols pretty quickly, whereas for the different combinations her responses were an imitation of the facilitators. For the scarves matching activity she was able to recognise most of the colours, but would get confused with the tones (dark or light); for the memory tray activity when she would pick up an object she would call out loudly to say what it is; for matching objects with their counterparts she was able to identify them all, but when it came to matching she got confused and didn't give objects enough time to understand their relation with each other, for instance she paired key and pencil and lock and sharpener. For the Mandala activity where they had to chose their favourite/dominant element, she didn't pick any element as favourite but she showed movements/actions for all of the elements, her actions were limited mostly to hand movements.

B) NARRATIVE CAPABILITY (DESCRIPTIVE SPEECH)

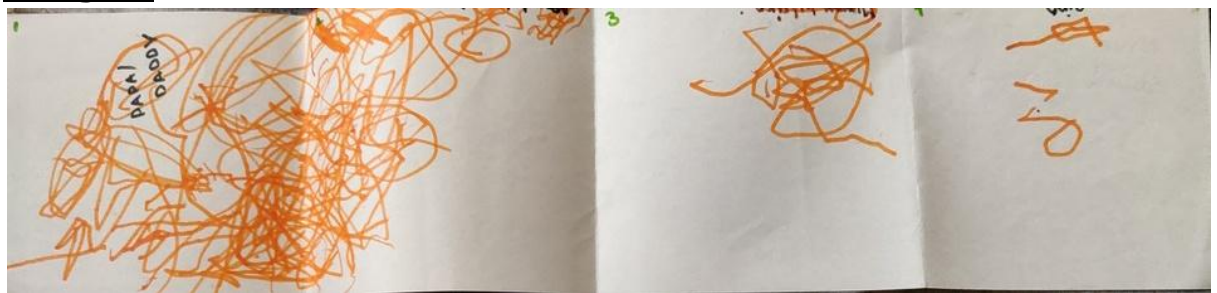
Graph 8a and 8b indicate an increase in the Childs receptive and expressive language, some of the observations made during the sessions are, CH had started mentioning the vocal exercises the group does like repeating of vowels and letters which make the lips touch and the number of times it is to be done, she picked this up after the first 3 sessions. She is also always the first one to volunteer to be the guest on the show, initially when the theme was on routines, she would get confused with questions and options, so the options were limited to three from which she is able to chose and say it back (usually just picking on words), She mentioned that she takes a bath, brushes her teeth then she showed action upon prompts, she mentioned her mother picks her clothes and when asked for her sister she said S picks her own clothes; for the family theme she was able to mention who all are in her family, she required some clues in terms of the first letters of her parents name, but she requires a response from

the facilitator to continue, for instance appa, "and?" then she would continue. For the theme of birthday she mentioned her age to be 13, where she lives she was quiet, then counter questioning helped her mentioning a landmark, for best birthday celebration she was quiet. For the theme of self she was able to answer the questions without options from the facilitator, her favorite food is cheese, cartoon Mr. Bean, color red, family member mamma and best friend papa. When the group created a song, she gave her inputs as words which were "cow", "flower" and "cat", when asked to choose one, she said "cat". For the mandala she stopped on the "I like: part of the circle, the things she mentioned were related to her daily routine; "bath, brush, sleep, eating, milk, comb hair and juice", for the show and tell she could tell what she was wearing the color of her outfit. For the theme of imagination she mentioned things that make her happy she mentioned a few, like sitting at home, go out to the park with mumma, Watch Mr. Bean. Spend time with her friend while eating burger, rice and watching a cartoon. With the shift to emotions as a theme, it has been noted that she is able to recognize the emotions, she was asked what makes her happy and she mentioned a few things like walking with appa, she was asked to describe one of her walks with her father and she mentioned "road, dogs and lake, half walk around the lake, even mumma and S where there". The other emotion was sadness and she mentioned a few things that make her sad "when mumma scolds, when S pinches". For the wishful thinking, she chose the magical flower upon counter questioning she mentioned her wish is to buy white curtains for mumma.

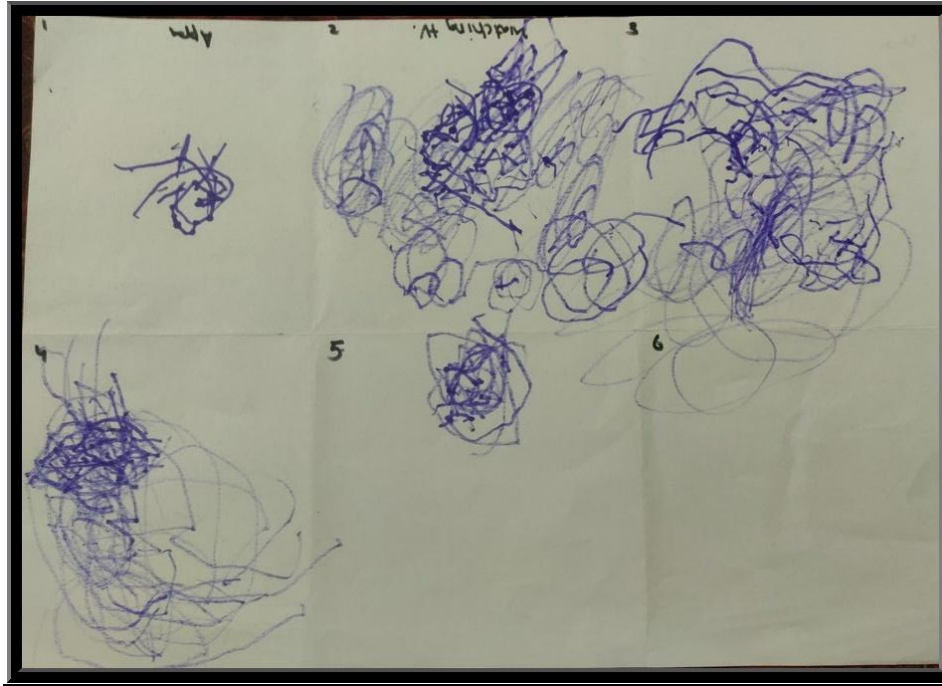
C) 6 PIECE STORY MAKING

Pre

Image 1



Post
Image 2



The 6PSM is one such ABT tool, which encompasses all the three domains that were being worked on, that is attention, symbol recognition and narrative capability. CH has scribbles on both the sheets, but for the image 2, the scribbling is contained and there are clear distinctions between the boxes, the story for image 1 is "the main character of her story is her father "Appa", whose mission is to do a puja, who is helping him? Mummy, what is causing problem? He is sleeping, what will help him overcome the obstacle and perform the puja; she said he is tired; tension would go down if he sleeps, what is the outcome? he did the puja" her story for image 2 is "the main character of her story is her father, whose aim is to watch TV, things that would help him are a phone, light and his daughters; obstacle is no phone or no light, problem solving is taking his phone away and or wait till light comes back; outcome is that he watched tv on his phone instead."

CLIENT 4: KB

KB is 12 years old. He comes under the Autism Spectrum Disorder mantle. He lives with his father, software professional and mother, who volunteers at a Special Needs Centre and he is an only child

Academic and Rehab background:

Strengths- KB is a verbal, active, energetic and happy child. His cognitive skills are very good with respect to identifying objects, fruits, colors, numbers, count, read short words, doing puzzles. He loves visual art activities and loves to paint his body. He loves to sing and hum songs.

He is very observant of any changes or things happening around him or his peers. His group participation skills are good; he shares his materials, waits for his turn; his impulse control is poor and is comfortable with the buddy system.

Weakness- He doesn't take the initiative; He pays attention during the session, although he may not respond to the questions asked by the facilitator. There are times when he wants to be alone, and despite the facilitator asking he doesn't join. He responds mostly with repetition of the last word said but sometimes he answers on his own. He verbalizes in words when he needs something. KB participation in movement oriented activities has reduced compared to last year. He has a sustained attention for activities that he likes doing, while there are days that he refuses to participate.

Medical background

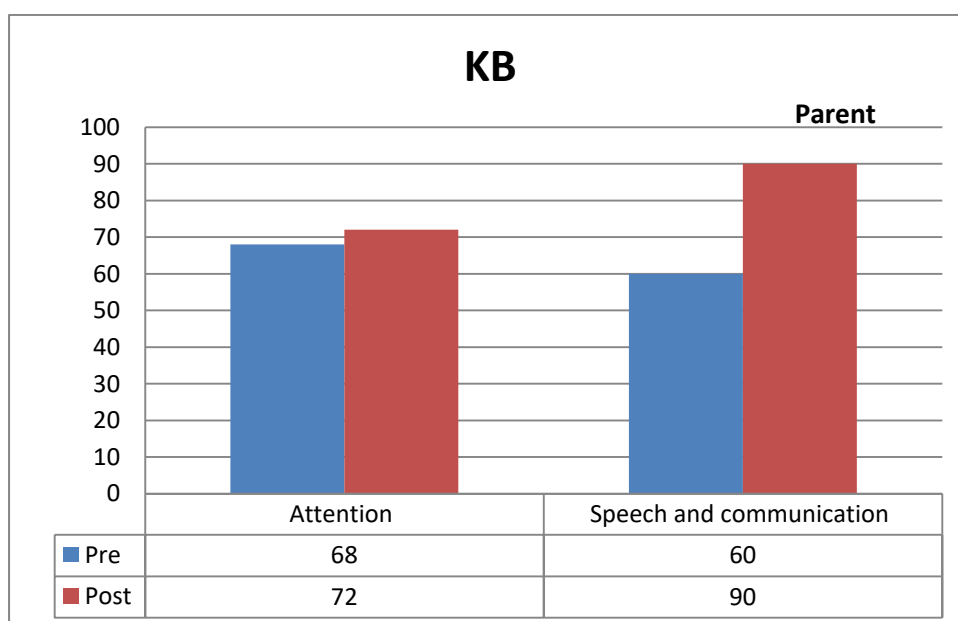
Homeopathic medicines structured around Cease Methodology.

Creation

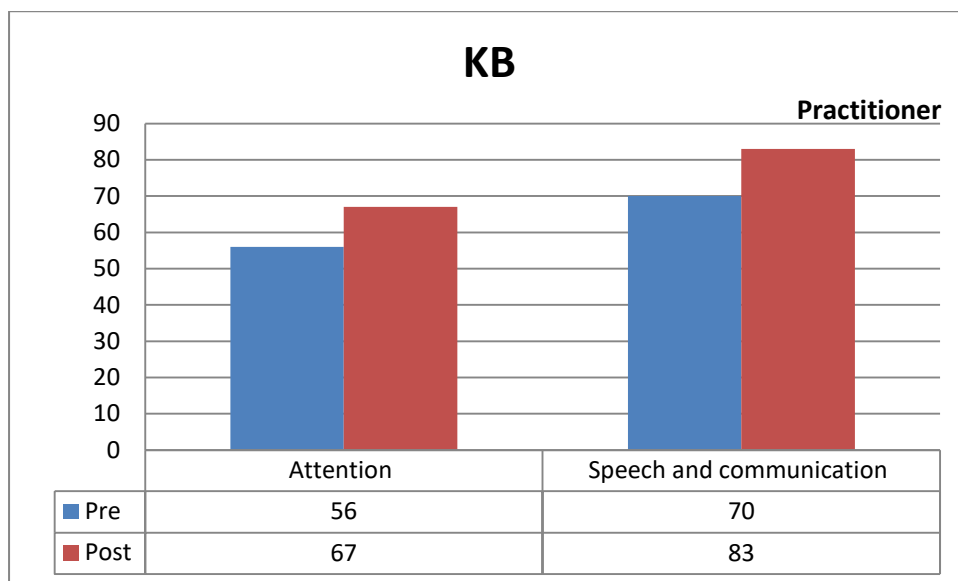
KB first area of need is narrative capability with a focus on descriptive speech and story construction; in the cognitive domain symbol recognition and spatial reasoning and levels of attention need to be focused on.

GRAPH 9

a) COMPLIATION OF PARENTS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION



b) COMPLIATION OF FACILITATORS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION



A) ATTENTION & SYMBOL RECOGNITION

KB is able to recognise all letters visually and verbally, he gets confused with capital and small letters sometimes, his ability to associate objects with their respective letters is high. Initially with the sessions he required prompts to continue as he wouldn't grasp the full activity, but recently, when the instructions are given for the first time he understands and either does the activity or not. There have been times when he has rejected to do the activity even in those times he still sits with the group and maintains heavy eye contact, if during this period of eye contact he is invited again to do the activity, the chances of participation and acceptance are very high. Kb is a very body and mind active child; he has constant thoughts which may/may not bring out fidgetiness. His associations to object is very much in the real time and experiences, for instance he once picked a card which had a "telephone" on it, he mentioned his experience of using it, dialling, watching videos and even mentioned "baba is talking on the phone", another time he picked a van card, described the image as is and with questions build a narrative around it, "Kb is driving the car, going to baba's office, mumma is with him, the car is a blue Suzuki". Kb is very quick to imitate, that's how most of his learning happens, often times when he would get confused with the session, he would look around watch what his peers were doing and imitate that to continue on with the session. With the memory tray activity, he didn't explore all the objects till they were being called out by the facilitator, when it came to visual representation he drew a concrete image of a cup and wrote "tea" next to it. Initially Kb was only able to recognise objects for what they are, but recently his understanding has moved to symbol relation and association, he always adds a little something extra to his work. One of the session involved matching objects to their counter parts, he recognised all the objects and when he got confused with the object,

for instance with a comb, ' he went in front of the mirror and used it" to understand its utility and then paired it with a rubber band. Initially with the movement session, his body expression was rigid, but with the mandala sessions he loosened bits of it and showed his representation of his dominant elements which were earth and water.

B) NARRATIVE CAPABILITY (DESCRIPTIVE SPEECH)

From the graphs we can see an increase in the child's receptive and expressive languages, some of the observations made during the sessions are, KB missed out on some of the session due to absenteeism and or coming late to school. For the sessions which require him to observe and give information he picks on the physical attributes quickly and divulges the information, for instance he was given a truck and asked to describe it to the group, he mentioned the colour of the truck, he even mentioned the brand of the truck which led to more conversation with him and he expressed that he is driving the truck with his mother and there are going to his father's office. For the story making sessions, he requires prompts to continue but his habit of just picking on the last statement/word has reduced drastically. Initially with the talk show set up, he was hesitant to approach the space so the "host" came to him, which eased him up and he would sit on the "hot seat", he was able to describe his routine from when he wakes up and comes to school, with school it gets confusing as he is still learning about time and days. He is able to identify himself, his family, can mention his address from rote, but sometimes gets confused. If he can't name his building, he states other things he sees around, like landmarks or signs "Otis lift, 6 people". With the recent shift to emotions it has been noted that he is good at identifying, imitating and picking one out to tell how he feels, but when he is asked questions round it he doesn't seem to have answers. It has been observed that Kb has made a shift from scripted conversation to free-flow, it's a miniscule shift but it is still there.

C) 6 Piece Story Making

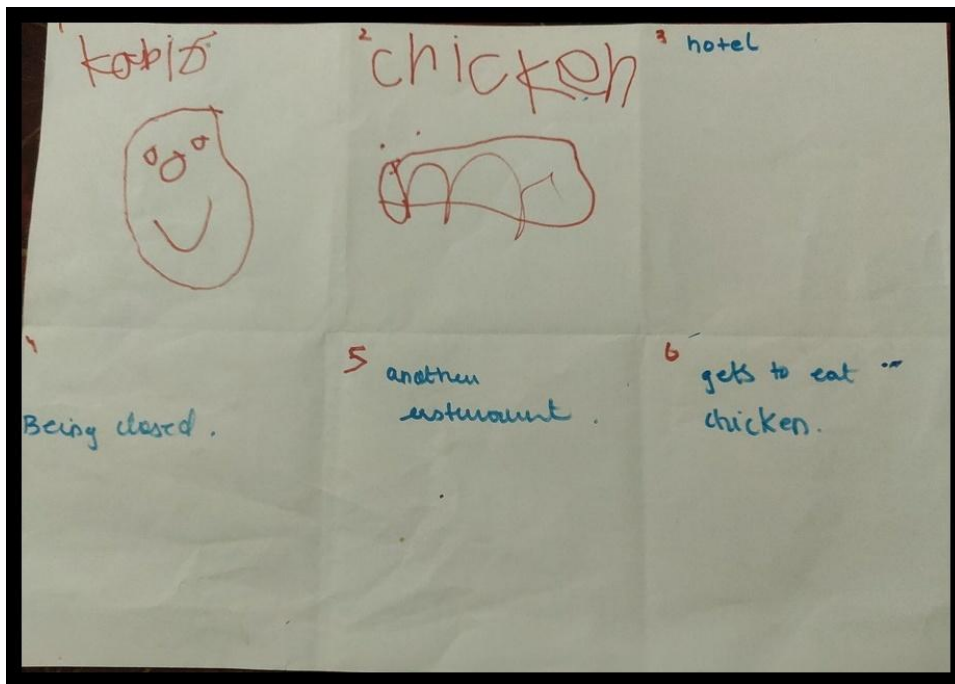
Pre

Image 1



Post

Image 2



The 6PSM is one such ABT tool, which encompasses all the three domains that were being worked on, that is attention, symbol recognition and narrative capability. In both the images, he has drawn concrete images for representation of himself and his parents or the chicken. For items that he couldn't draw he would write the spellings. The first story requires lots of prompts and cross questioning for it to finish, the story for the first image is "main hero of his story is? KB, what is his mission? He drew two people which were his parents, both the figures had a shape as an outline, triangle and circle; the supporting characters are, a red suzuki car, what is the obstacle? Which was suggested by the facilitator, traffic; what can help solve the problem, driving the car fast, outcome is to reach the office." Whereas the second story he stopped drawing

halfway but he still continued with the story, the progression of his story is logical, he required prompts but didn't just repeat the last option like he did for image one, the story for the second image is "the main character of his story is KB, who wants to eat chicken; things that would help him is a hotel; problem is the hotel being closed; solution is call from another hotel and outcome is that he gets to eat it"

CLIENT 5: SN

Family Background

SN is 11 years old and has Down Syndrome. She lives with her parents and her younger sister.

Academic Background

Strengths- SN is a verbal, energetic and expressive child. She mingles with her peers and facilitators and takes initiative in starting conversation with them. She is a helpful and responsible child, who loves to take responsibilities and help her peers and facilitators. Her cognitive skills with respect to identifying and locating objects, identifying colors, shapes, numbers, fruits, solving puzzles are good. She loves to dance and many times comes up with new steps. She actively participates in singing sessions when she is asked to take the lead. However, if the facilitator starts singing along with her, she stops singing and participates only when she prompted. She loves visual art work, drumming sessions etc. Her ability to sustain attention during tasks is good, she likes taking on roles and responsibilities.

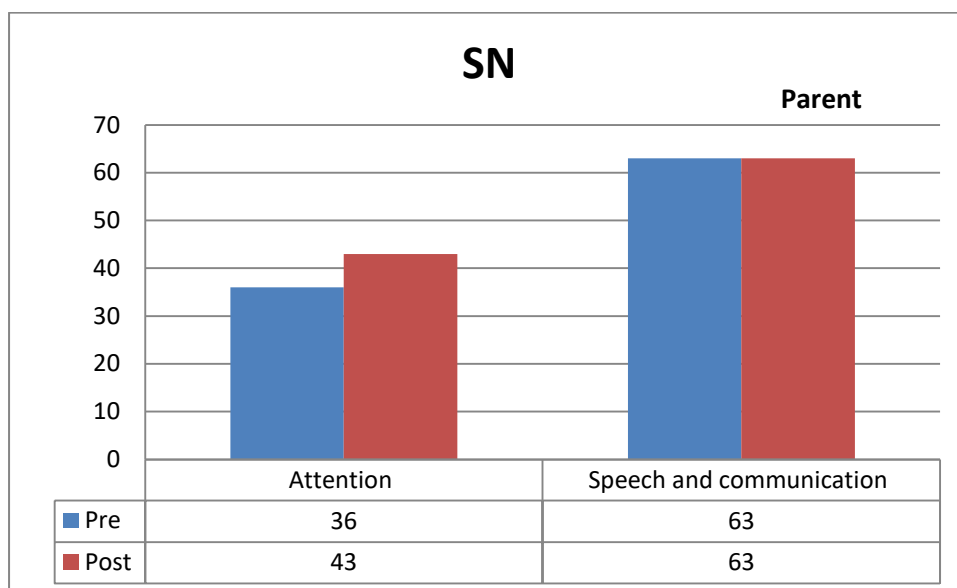
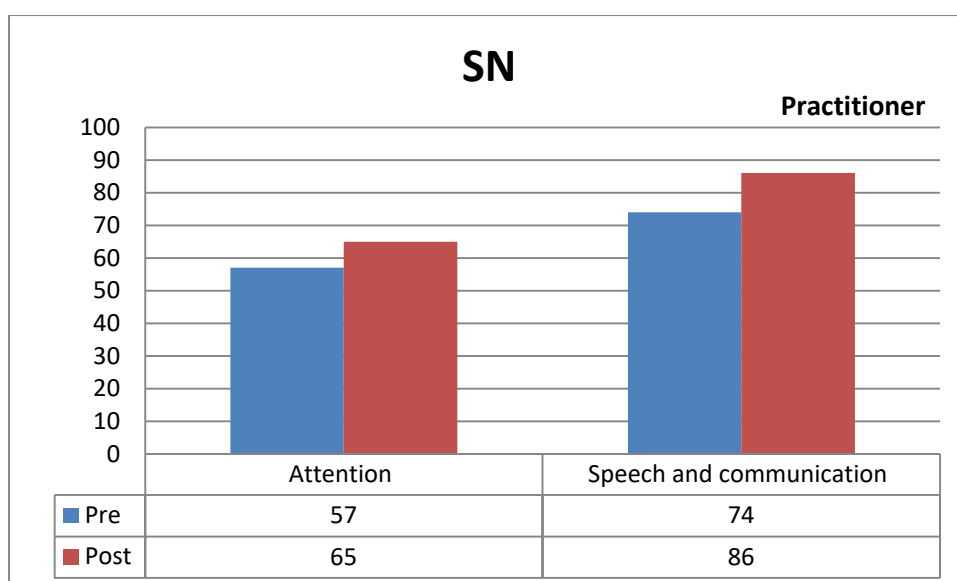
Weakness- Even though she is verbal, sometimes she will deliberately not respond or will say something irrelevant when the facilitator asks her general questions or questions related to the activity. She understands all the instructions given to her, but at times she does not follow them deliberately. She responds better to instructions when they are given by her peers than the facilitator. Her behavior at times is attention seeking. She requires support for fine motor activities

Medical background

Down syndrome. No regular medications.

Creation

SN first area of need is narrative capability with a focus on descriptive speech and talking in sentences; in the cognitive domain symbol recognition, impulse control and levels of attention need to be focused on.

GRAPH 10**a) COMPLIATION OF PARENTS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION****b) COMPLIATION OF FACILITATORS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION****A) ATTENTION & SYMBOL RECOGNITION**

SN has weak eye sight, she had difficulty in recognising colours and letters visually, but she can name them through "rote". Initially with the sessions her participation was low, she would move away from the group, walk around, and watch what was happening but wouldn't participate. She would give her suggestions here and there, recently her participation has improved and interruption during sessions has drastically reduced. She is quick to pick up

language and words but isn't always aware of their meanings, for instance she picked the letter "a" and gave "apply" as her word, when asked to provide a gesture/sentence for it, she mentioned she doesn't know the meaning, her ability to answer "don't know" appropriately has also increased. She waits for the instructions to be given and doesn't touch the material until asked which shows an improvement with impulse and turn taking; she is encouraging of her peers to participate and often helps the facilitator as a mediator for some of her peers. When rock, paper, scissors was introduced to the group, she picked up the actions quickly, and she had delayed response which was often the same as the facilitator for understanding of the combinations. Twice during this process, she came up with her own symbol and that's when the combinations were slightly understood by her. Initially to describe objects to her peers for guessing she required prompts to continue about 4-5 questions at least, this number has reduced to 2-3 questions and her ability to carry it on without any prompts has increased. Once she recognises the object, she can show multiple actions/gestures for the same, she picked a clock card, she looked at the hands and it represented a 7, so she showed it with her hands, she also made a round for the clock, for a car she showed the action of steering the wheel, one of the cards that she picked was that of horizontal and vertical lines, to which she gave multiple names like "grill, ship and then she finally settled on a net". For the memory sessions, she picked up each object and observed it intently, as she would keep the object down she would mention its utility, "marker to write, crayon to colour, duster to erase, she is still at the scribbling stage, but her scribbles are starting to take some concrete shapes for instance one of the cards she got was that of cake, she drew circle on top of each other, with lines to represent candles. In regards to recognition of colour and shapes, she always answers confidently, she can recognise most shapes based on previous learning but with new shapes she gives them her own representation, for instance when she saw a spiral, she called it a spider and when asked why? She mentioned "spider hanging", colour recognition is solely through rote. With matching of objects to its counter parts, Sn is able to do this better verbally, than physically matching the items; she also mentions the utility of the item, for instance she paired the duster with marker verbally, but physically she marked duster with key. Sn is very flexible with the use of her body, for the Mandala session, her movement is hand and leg oriented like she is showing dancing steps, she chose earth as her dominant element and went ahead and showed embodiments for all, for air, she bent her body, otherwise it was mostly hands and feet.

B) NARRATIVE CAPABILITY (DESCRIPTIVE SPEECH)

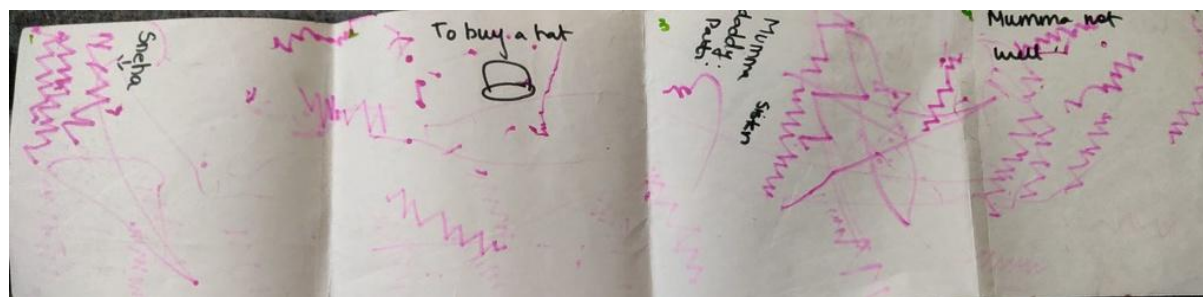
Both the graphs indicate an increase in her receptive and expressive language, some of the observations made during the sessions are, SN already has very high communication skills compared to her peers; she is able to express her needs with language and gestures, she adapts herself to her peer's way of taking, whether its baby language, gestures, gibberish. Her ability to take initiative in the session has seen a reduction, but at the same time her ability to

encourage her peers to participate has increased. She is able to recognise herself and her family, she can mention where she lives, her routine till she comes to school and sometimes even school routine she can narrate, when she knows the day. Due to her medical condition, her eye sight is weak, which causes trouble in recognise emotion cards, but she compensates for that by reading the body language, she can verbalise which emotion she is feeling, but not always pin point the "why?". Initially when the sessions began, after every three words she was reminded to speak in sentences, now she doesn't need so many reminders and is able to continue the sentence streak on her own.

C) 6 Piece Story Making

Pre

Image 1



Post

Image 2



The 6PSM is one such ABT tool, which encompasses all the three domains that were being worked on, that is attention, symbol recognition and narrative

capability. From both the images we can see the progression with scribbles, along with staying in boundary and creating distinctions. For the first image her story is "she is the main character, whose mission was to buy a hat, who helped her? Her parents, grandparents and sister; what is causing an obstacle? Mumma not feeling well; how do you overcome the obstacle? Feel sad, the outcome is to eat food which is cooked by mama (uncle)." For image 2 her story is "The main character of her story is herself; whose aim is to dance; the people who will help her are mumma and appa; obstacle is younger sister because she is not dancing; solution is to distract her with colouring; outcome is that she gets busy and SN can learn her dance."

CLIENT 6: SV

Family background

SV is going to be 17 years old this October. He lives with his mother who is a homemaker, father who works as a software engineer and younger sibling. He is a child with microcephaly with MR and he falls under the Autism spectrum.

Academic inputs

SV before attending Snehadhara was a part of two different school
Sophia opportunity school
Asha centre for Autism

Inputs from his facilitator for summer school

Strengths- SV is able to take instructions and tends to follow them. His cognitive ability to recognise, identify and distinguish alphabets, vegetables, shapes, colours, animals and numbers is good. He is very active and loves play sessions. He is a verbal child; he talks in sentences and words

Weakness- He has great interest in music. He doesn't seem to enjoy the wet medium too much and wants to wash it off or refuses to partake in painting activities; his responses are not always in tandem with the conversation that is happening; he needs to work on his impulses; he often gets stuck on one word or sentence and uses or says it repeatedly. When he is upset he tends to behave aggressively or resorts to socially unacceptable behaviour.

Medical background

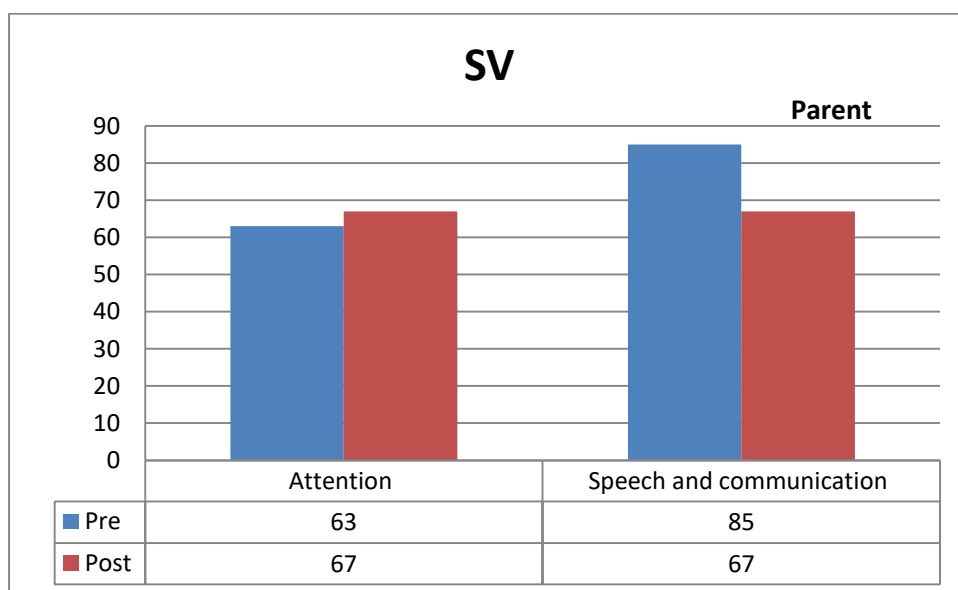
He is not on any medication. He has to be taken to the bathroom every 45 mins; he has knees so jumping activities are a little difficult.

Creation

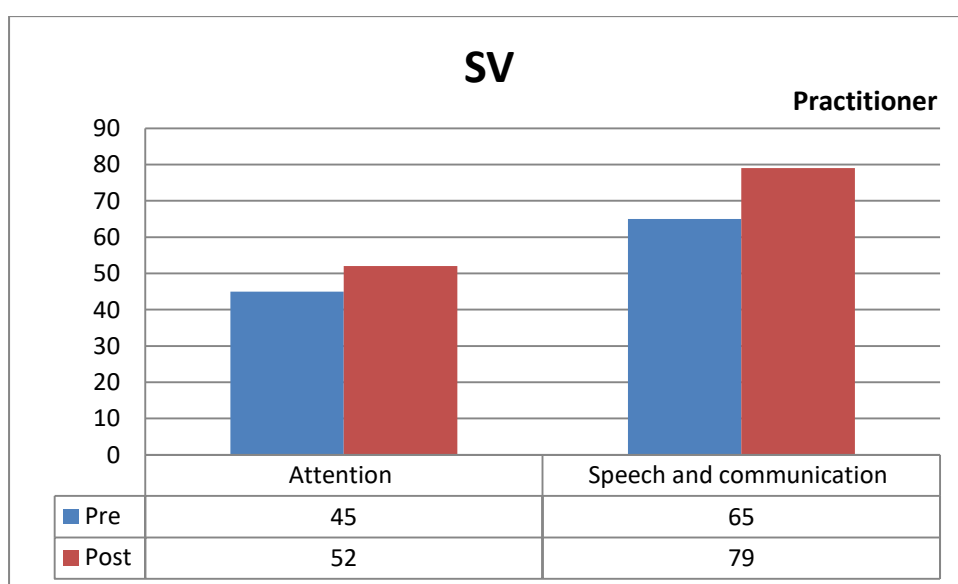
SV first area of need is narrative capability with a focus on descriptive speech; in the cognitive domain symbol recognition, in group interaction impulse control and helping others and levels of attention need to be focused on.

GRAPH 11

a) COMPIATION OF PARENTS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION



b) COMPIATION OF FACILITATORS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION



A) ATTENTION & SYMBOL RECOGNITION

SV initially would not sit with the group and move around the space, but with the help of the opening ritual, he was able to align himself and sit through the communion sometimes just till creation and sometimes till closure. Initially his participation was limited to one on one attention; the minute the facilitator would get distracted with others he would get up and move. His movement is still there and it has been observed that he is still hooked to the session since; he would give his inputs or repeat what is being said despite being away from the circle. His recognition skills are very high, he is able to recognise all the letters, capital and small, recognise all the colours has some trouble with distinction of tones. When he was introduced to the game of "rock, paper, scissors" he picked on the symbols very quickly and would smile every time he would make them, when he and the facilitator started to play, his responses were always different, mostly the last word of the sentence, which made it easier to help him understand the combination, we played a few rounds and he won 2 rounds. His general disruption and interruption for sessions has also gone down as he is able to notify of his needs verbally, his turn taking have increased he is able to wait, without getting irritated/upset, in regards to his impulses he has become more controlled, he waits to maintain eye contact to do anything, picking up of material, throwing tantrums etc. He is very observant of his space, during of the games where the children were asked to pick a card and show an action/gesture, he picked a moon, stars which were all stuck on the ceiling of the room, which he went and pointed at, which shows his ability to be present in the moment. He understands both languages, kannada and English, and often translates kannada words for the facilitator in English, though he is quick to respond and react when spoken to in his mother tongue. He isn't very fond of drawing, so for the memory activity he would call out the object as he was picking them, and when asked to recall, he did for all expect 2 objects. Some of the shapes are recognised by his through object association, for instance when he was asked to identify a square he mentioned door, when asked to identify a rectangle he mentioned square. For the embodiment sessions, he used his whole body to talk; he mentioned water to be his dominant element.

B) NARRATIVE CAPABILITY (DESCRIPTIVE SPEECH)

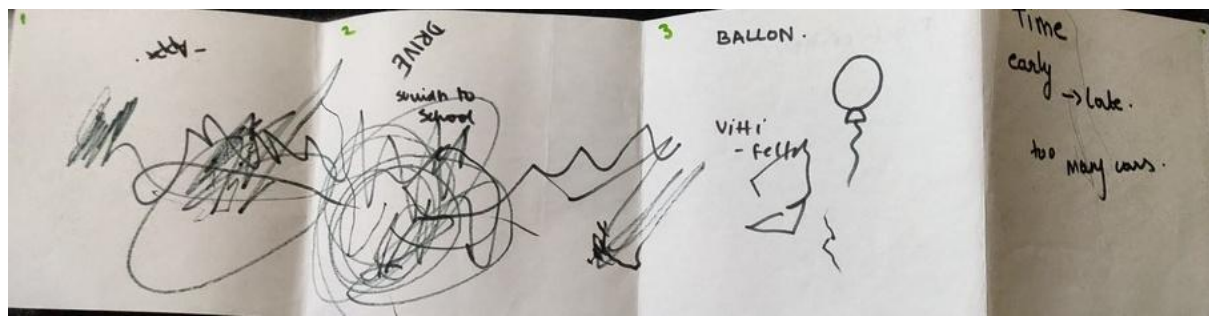
Graph 11a and 11b, show disparities in result, according to the parents, there has been a decline in the child's receptive and expressive language, whereas according to the facilitator, there is an increase. Some of the observations made during the session are, SV's ability to imitate has increased exponentially, he doesn't just repeat the last word/sentence but gives himself some time before he answers. When he hears anew word for the first time, there is very little clarity in his speech, but when the word is broken down he says with clarity and confidence. For the talk show theme, initially he would come and sit and then get up and leave, no questions answered, nothing. But slowly he built his own rapport with the talk show and says "thank you, audience" before the session

even starts an indication he knows what is going to happen. The theme that he has enjoyed the most so far is emotions, he loves imitating the emotion cards and looks for approval from the facilitator, he is able to mention the things that make him, happy, sad and angry; they all revolve around food! SV can speak in both word and sentences, for questions he answers with words, for fill in the blanks its statement response for instance "I like food", "how are you? Fine". We were not able to establish one routine for him, every time something new was added. There have been times, when he has come and sat on the seat by himself without anyone calling him and starts talking about his day or something that happened yesterday, for instance one day he came and sat and said "fighting", which led to an impromptu conversation between him and the facilitator. He still requires prompts and counter questioning to continue talking, but the numbers of questions asked have reduced, initially 5-6 questions were asked and now 3-4 questions are asked.

C) 6 PIECE STORY MAKING

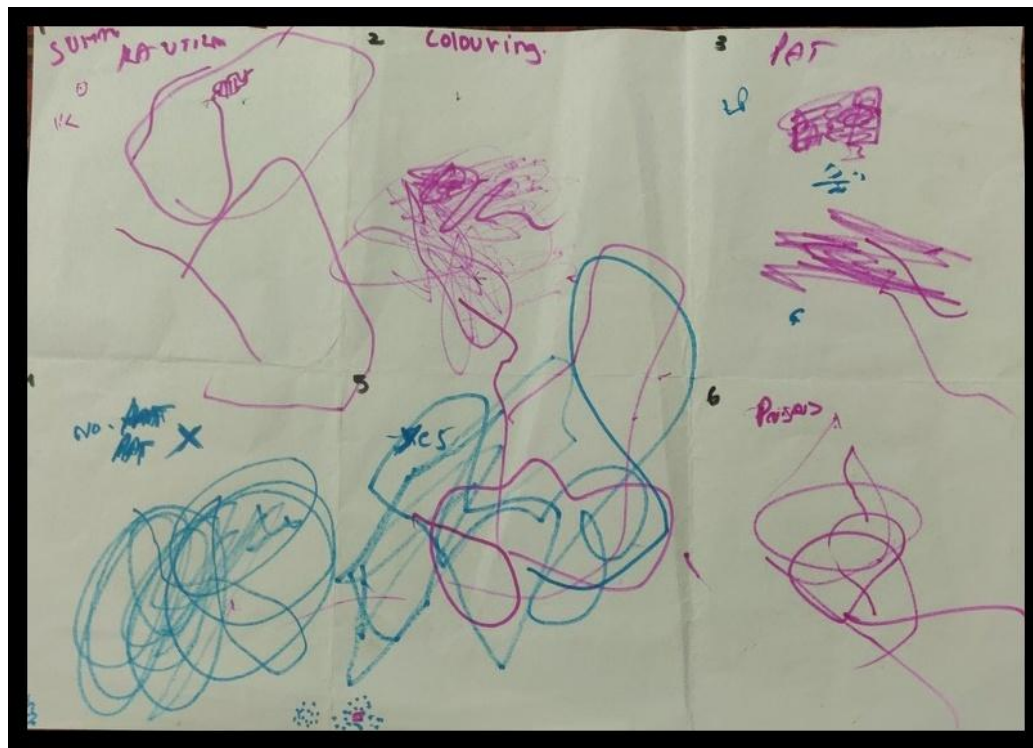
Pre

Image 1



Post

Image 2



The 6PSM is one such ABT tool, which encompasses all the three domains that were being worked on, that is attention, symbol recognition and narrative capability. From both the images we can see the increase in distinction, segregation and representation; the first image was made by the facilitator, where the child filled in only 3 boxes, whereas the second image was made by the client using two colours which he asked for. The stories for both were given by the client, whereas the first story was confusing and based mostly on repetition of the last word, the second story was thought out, options were still provided but the response was thought out, instead of a repetition of the last word. The first story "the main character of his story, whose main mission is to drive him to school, objects that help? Balloon which fell, what is stopping him? Too many cars because they leave late, what can help? Leave on time, what is the outcome? Reach on time". The story for the second image is "the main character of his story is his facilitator who wants to paint, things that would help her are paints; obstacle is having no paint; solution is to bring more paint and the outcome is that she paints."

CLIENT 7: YA

Family background

YA is 14 years old. He has Myclonic jerks. He lives with his mother who is a housewife and his father who works at Accenture as Facilities Manager. He is the only child.

Academic and Rehab background

Strengths: YA is a verbal, energetic and happy child. He loves music and dance and actively participates in singing, movement and warm up sessions. He can't stand upright and sometimes needs support and prompts to do so. Due to his medical issue, he falls on his face upon hearing any sudden noise or sound. Hence, needs to be warned of sounds in the space. However, he moves in the space with lot of confidence. He recognizes only few colors, fruits, shapes, knows to count till 10, recognizes objects located in his class etc. He is very creative and expressive during body and movement sessions. He shares his materials and has shown good impulse control for sessions (drumming, painting); He is capable of buddying with his peers which has seen to benefit him.

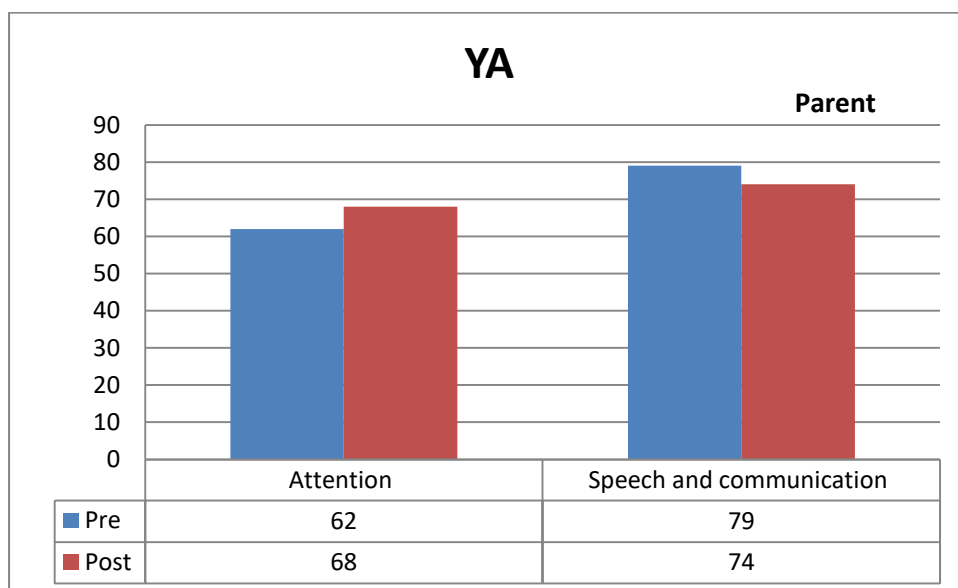
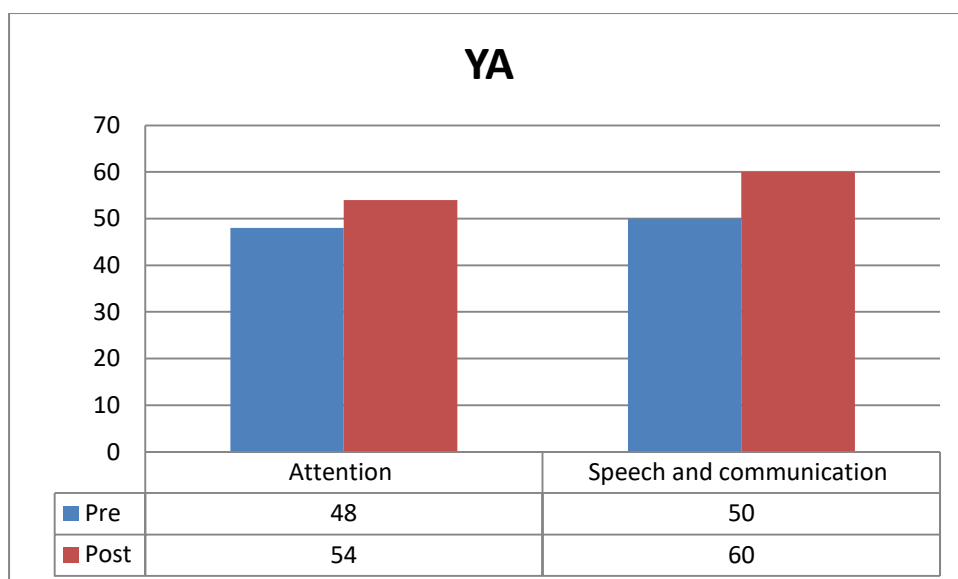
Weakness- He understands the facilitator's instructions, but sometimes he does not follow them. He does not make eye contact with his peers or facilitators while interacting with them. He does not interact with his peers and facilitators on his own and responds only when they interact with him, but with certain peers he reaches out to them by calling out their names. He does not answer questions asked by the facilitator and responds sometimes when he is prompted to. He has a tendency to go and sit really close to his peers almost on their lap and it could be due to poor eyesight, as he takes objects really close to his face to see.

Medical Background

YA has Myclonic jerks, so he is under medication

Creation

YA first area of need is narrative capability with a focus on vocalization and descriptive speech; in the cognitive domain symbol recognition and spatial reasoning and levels of attention need to be focused on.

GRAPH 12**a) COMPLIATION OF PARENTS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION****b) COMPLIATION OF FACILITATORS RESPONSE FOR ATTENTION AND SPEECH AND COMMUNICATION****A) ATTENTION & SYMBOL RECOGNITION**

YA has always been very connected to his peers, his participation in sessions is primarily ruled by his peers participation. He has a medical condition of seizures when he hears sudden sounds, during the span of this project he was more responsive to sudden sounds with claps without prompts from the facilitator, which showed a great increase for being present in the moment. Initially he would barely make eye contact when he was communicating, but for the

activities and games that were part of the session plan he barely required reminders to sit upright and maintain eye contact, it often happened by its own. He is very expressive with his body, for the movement and embodiment sessions he would move with great confidence and comfort, even though the movements were generally the same. For the Mandal sessions, he verbally mentioned earth to be dominant element, whereas his embodiments were mostly walking the circle, he didn't particularly stop at any element to show its representation. Earth backward movement; water slowly moving forward; fire slow movement forward; air was also moving forward slowly. YA has a weak eyesight, where his pupils constantly move, which makes his visual recognition of objects low, Just like SN he is able to verbally recognise things better, for the matching of objects he was able to match them correctly verbally, when he went to do it physically he mismatched. His recognition for shapes was based on rote and similarities between objects, like lion and cat have been confused, triangle is a rectangle. He is not able to answer "don't know" appropriately. YA didn't attend a lot of sessions due to absenteeism.

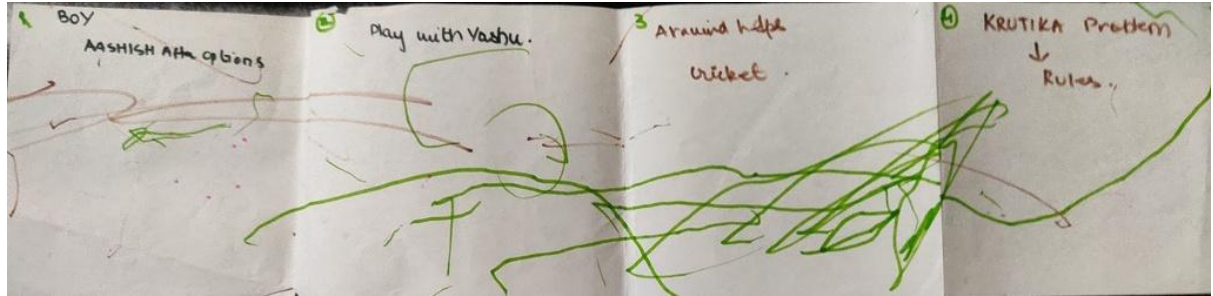
B) NARRATIVE CAPABILITY (DESCRIPTIVE SPEECH)

Graph 12a and 12b indicate disparities in observations, according to the parents the Childs ability for receptive and expressive language has gone down, whereas according to the facilitator there is an increase. Below are some observations from the sessions. The session starts with the group focusing on vowels and consonants that bring the lips together, for the first month of the session, YA refused to partake in this, whereas after a month, he had the loudest voice and tons of clarity in his speech. He isn't always able to express his needs, but the mandala sessions seem to have provided him with confidence, where he is able to point and say he wants/likes that. His confidence in speech is also reflected in his body language, when he is confident his back is straight, there is eye contact whereas when his voice is weak his body retreats in itself. He requires prompts and options to continue conversation. Due to his medical condition, his ability to recognise objects/cards visually is low, but once he knows what it is he can engage in conversation, which is mostly him saying yes or no to options given. He doesn't talk in sentences, but he does talk in words and gestures.

C) 6 PIECE STORY MAKING

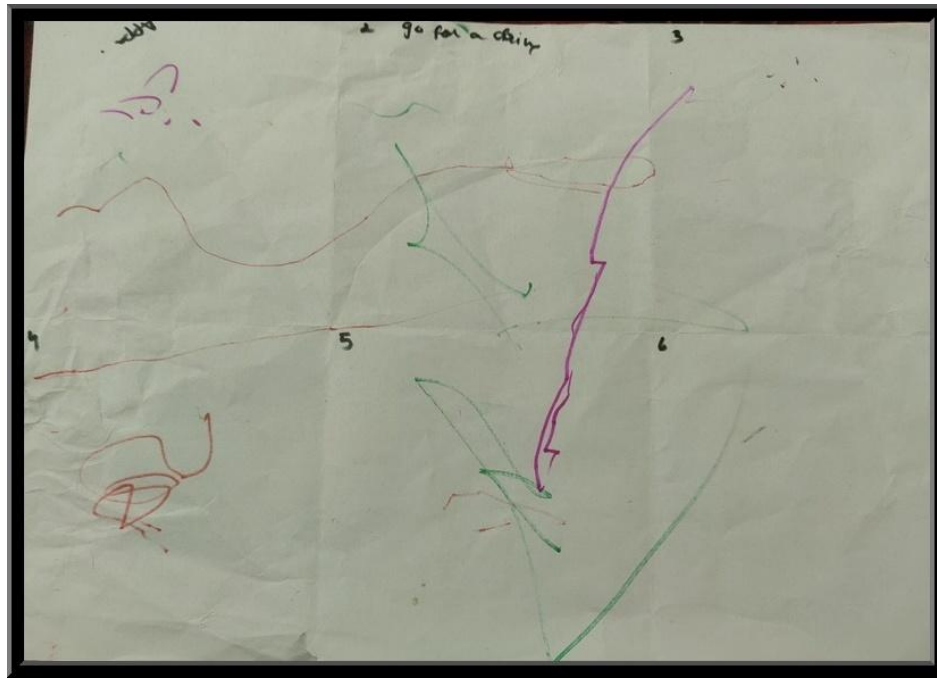
Pre

Image 1



Post

Image 2



The 6PSM is one such ABT tool, which encompasses all the three domains that were being worked on, that is attention, symbol recognition and narrative capability. From both the images we can see the child creating some distinction with his lines, even if it using three different coloured pens. The stories were created with prompts and cross questioning, the child was saying yes to the statements he wanted for his story, the story for image 1 is "the main character of his story is a boy who is AS which was chosen after multiple options, what is his mission? Play cricket with YA, who helped him? AR; what is causing trouble? Krutika because she keeps reminding us of the rules, what can help? When Krutika and AS become friends, the outcome would be all can play." The story for the second image is "the main character

of his story is appa, who wants to go for a drive with his family; things that would help are a car, mumma and YA; obstacles are not being in the mood, solution is to tell appa that YA wants to go and the outcome is that they all go.”

SECTION 5: DISCUSSION

5.1 Limitations

One of the biggest limitations of the project was the holidays that were part of the school’s curriculum and unexpected holidays due to ‘BHARA BANDH’, which caused disturbances in the flow of the sessions. Along with this was the general absenteeism of the children, which would result in the child missing on some crucial sessions and not moving with the group.

Secondly, the structure of the building resulted in lots of distraction from the outside, such as construction sounds, other individuals entering the room, since it’s connected to another room which would lead to interferences.

Thirdly, some of the children were getting toilet trained, which would result in them going to the bathroom every half an hour and distract the attention capacity of the other children.

5.2 Learning’s and findings

I have always been fascinated by the various forms of arts, I’ve never had the courage to fully explore it for myself, but the whole journey of experiencing and practising ABT along with engaging with the material provided from the SEG, has made me personally grow as an individual, along with providing some amount of clarity in respect to my intent and my practise. When I initially started doing sessions, I had a lot of aspects to work on like time management, structuring and implementing the artistic ideas efficiently in my sessions.

The course guided me in understanding various artistic mediums and planning my sessions in a structured way. Apart from the exposure to these artistic skills, seeing their effects and the children’s reaction to them helped me in conducting sessions creatively, with improvisations and in an efficient manner.

With the introduction to the Subtle Energy Guide (SEG) and the practices that it mentioned; initially it was difficult to follow through but slowly it started making sense, it helped in redefining a lot of pre-set notions. It also encouraged a lot of daily introspection, which has its days of being overwhelming and easy.

ABT taught me one of the most important mottos, which is to meet the child where they are at, which provides so many entry points into the Childs life, this made me enter every session with afresh slate, with the intent of healing and having fun, there is nothing better than when fun and work are equated as one. For instance some of the children in the group were verbal and some non-verbal,

patience and observation are important keys when it comes to understanding and picking up from the child what they are trying to communicate.

Music has a calming effect on the children when they get upset. Songs and rhythmic sounds help in achieving the narrative capability and group interaction goals of children. Movement sessions and sessions on embodiment helps them to open up more and express themselves confidently with their body, leaving aside their inhibitions. It brings them together as a group. The visual art sessions works on their social skills like sharing materials, interacting with their peers, impulse control, turn taking skills and cleaning up the space etc. Story making sessions helps both verbal and nonverbal children to communicate and express themselves creatively using language and/or gestures, sounds and facial expressions.

5.3 Future

The entire journey of experiencing and practicing ABT has been a great learning experience for me. In the future, I wish to work on continue working with the same group in the same domains that I am currently working on. ABT introduced me to a wide variety of artistic skills that I hadn't experienced before and made me see the therapeutic intent behind them as well as my own intent. In a short span I was able to see some movements in the children in terms of their attention, communication, confidence and independence, which strengthen my opinion of this medium for intervention.

I further would like to venture out into different populations to see the effect of these tools and skills on their growth, since with this population only limited tools could be used.

Acknowledgement

I would like to thank all my children, for being their beautiful selves and making me understand the true meaning of “unconditional”.

I would like to start off with thanking our course mentors Gitanjali Sarangan and Sumathi Ramjee for their guidance and constant support and for providing a chance to grow as an individual.

Secondly, I would like to thank all my colleagues at SNEHADHARA FOUNDATION for their patience, generosity and constant love.

I would like to thank ALAMELU for her constant support in managing and standing by me.

A special thanks to my un-appointed mentor BUNTY SHRESTHA for being their constantly and helping me reach equilibrium almost every time, with her insights and smiles.

A special thanks to ARUN KUMAR for helping me create the video and sitting patiently through the process.

I would like to thank my batch mates Paravthi G and Rajeshwari G for all their guidance and support with the completion of the project

Lastly I would like to thank my mother, Sangeeta Madhok, for listening to me crib, complain and still encouraging me to be my best and do my best.

APPENDIX

Created by SNEHADHARA FOUNDATION

1 Observation format for narrative capability (FACILITATOR)

No.	Behaviour	1	2	3	4	5	Remarks
	<i>Non Verbal</i>						
1	Acknowledges another with gestures/sounds						
2	Gains attention with gestures/sounds						
3	Answers simple questions with gestures/sounds						
4	Expresses needs with gestures/sounds						
5	Responds to yes/no questions with gestures/sounds						
6	Expresses like/dislike with gestures/sounds						
7	Expresses emotions through flash cards/aids						
8	Initiates action using gestures/sounds						
9	Responds to peers with gestures/sounds						
10	Follows instructions by engaging in activity						
11	Answers "where is __ (object)" by pointing/looks						
	<i>Verbal</i>						
1	Greets another						
2	Draws attention by calling out name						
3	Answers simple questions						
4	Expresses needs with words (for hunger/toilet/an object)						
5	Responds to yes/no questions appropriately						
6	Expresses like/dislike with words						
7	Expresses emotions with words						
8	Initiates action using words						
9	Responds to peers using words						
10	Asks wh-questions in relation to activities						
11	Asks wh-questions in relation to information given						
12	Answers "don't know" appropriately						
13	Answers "what's this" with object name						
14	Can speak in simple sentences (The dog barked/The boy fell)						
15	Can describe objects						
16	Can hold a conversation for 5 minutes continuously						
	<i>Oral Motor</i>						
1	Is able to make "aa" sound						
2	Is able to make "ee" sound						
3	Is able to make "ii" sound						
4	Is able to make "uu" sound						
5	Is able to make "oo" sound						

6	Is able to make "ma" sound						
7	Is able to make "ba" sound						
8	Is able to make "pa" sound						
9	Is able to make "bha" sound						
	<i>Recognition</i>						
1	Is able to recognise all the letters visually						
2	Is able to recall all the letters						
3	Is able to recognise primary colours visually						
4	Is able to recognise colours verbally						

2. Observation format for narrative capability (PARENTS)

Understands and asks simple questions	1	2	3	4	5	Remarks
1) Able to understand simple instructions						
2) Able to understand simple questions asked						
3) Is able to respond to questions asked by way of words/ sounds/gestures?						
4) Able to ask questions by way of words, sounds or gestures						
Basic Vocabulary	1	2	3	4	5	Remarks
1) Able to respond in words						
2) Able to respond in simple sentences						
3) Able to respond by way of gestures						
4) Able to respond on his/her own						
5) Able to respond only when prompted.						
Language and communication skills	1	2	3	4	5	Remarks
1) Can imitate simple sentences						
2) Can verbalize using simple sentences						
3) Is able to communicate basic needs verbally or by way of sounds and/or gestures						
4) Is able to communicate likes and dislikes – verbally or nonverbally by way of sounds and/or gestures						
5) Is able to state his / her feelings verbally or by way of sounds and/or gestures						
6) Clarity in speech, words or sentences spoken or gestures shown						
7) Can describe and explain verbally or non verbally by way of sounds and/or gestures						
8) Can initiate a conversation verbally or by way of sounds and/or gestures						
9) Does the child respond more when communication is in mother tongue						
10) Does the child respond more when communication is in English?						
11) Does the child use any aids (picture cards, sign language, tablet, computer for communication?						

12) Does the child communicate with his/her siblings or grandparents, friends or other family members?						
13) Is able to use descriptive speech (describing an event, object)						
14) Is the child able to hold a face to face conversation for 2-3 minutes						

3. Observation format for levels of attention FOR PARENTS AND FACILITATOR

Behaviour	Observation points	1	2	3	4	5	Remarks
<i>Attention</i>	Makes eye contact						
	Can imitate						
	Attends to task with hands on assistance						
	Follows verbal instructions and responds to task						
	Focuses on the task at hand for >5 mins						
	Completes task with prompts						
	Completes task without prompts						
	Pays attention to detail						
	Has sustained attention for some time						
	Can alternate attention between 2 tasks						
	Stable attention span and present in-the-moment						
	Is organised						
	- (can put away things in the right place/clears up without reminders)						
	Takes care of belongings						
	Is forgetful						
	- (of routines/keeping away or bringing things)						
<i>Hyperactivity</i>	constant activity/physical movement						
	constant fidgeting						
	has sitting capability of >10 minutes						
	constant conversation						
<i>Impulsivity</i>	interrupts session/activity						
	disrupts activity/session						
	can wait for turn						

4. OBSERVATION FORMAT FOR EMBODIMENT OF EPR

Embodiment-Projection-Role Observation

Child's name _____		Observer _____		
Session	1	2	3	Recommendations
Date				
EMBODIMENT				
1 Touch, Eye-contact				
2 Spatial Awareness				
3 Working With/Against				
4 Whole Body				
5 Body Parts				
6 Body/Self-Image				
7 Mimicry/Innovation				
8 Other				

5. Session record sheet

Session No.	Therapeutic Goals (T.G.s):	Metaphors	Circle time Rituals (if any):	communion	creation	(Includes de "role"ing; take home metaphors or creative discussions ; closing ritual)	Actual session sequence
Session 1 (3rd October)	cognitive domain: symbol recognition; attention	Sounds	Opening song- nature sounds, group gathering together	Mouth and vocal exercises- changing the shapes of the mouth; "a,e,i,o,u" "m,b,p,bha," at varied volumes (soft, high, very high), Body warm up of hands and legs and bending exercises	Creating sounds of different vehicles, animals, bell, traffic noises, forest noises and kitchen items sounds at different volumes, soft, high and very high.	Gratitude circle, massaging of the mouth, Playing the opening song	The session went as planned
Session 2 (5th October)	Narrative capability; Descriptive Speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,i,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their daily routine, the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session mostly went as planned; there were a few improvisations as the session started late due to breakfast extending
Session 3 (10th October)	Cognitive domain: Symbol recognition, attention	Images	Opening song- nature sounds, group gathering together	Body warm up and voice exercises; upper body and lower body, "a,e,i,o,u,m,b,p,bha"	Images of things and objects would be scattered on the floor revolving around themes of animals, fruits, buildings, the children would be asked to walk around and pick one image that appeals to them. The children would be asked to embody or represent the image they saw, and the others have to guess.	opening song being played, relaxation exercises of the upper and lower body, Gratitude circle.	The session went as planned
Session 4	Narrative capability; Descriptive Speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,i,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their daily routine; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned
Session 5 (15th October)	Cognitive domain: Symbol recognition, paying attention to details	concentration	Opening song- nature sounds, group gathering together	The group would be asked to massage their feet and hands, they would be asked to look at their palms and concentrate on it; then create a hand print using paints, pens, brushes,	A paper would be handed out to each child, three colour options would be provided, the children would share the material, after creating their prints, they would be asked to fill in the details and if needed can look at their hands again.	Clean up, gratitude circle, opening song being played again	The session went as planned

Session 6 (17th October)	Narrative capability; Descriptive Speech	Show and tell	Opening song- nature sounds, group gathering together	Voice warm up "a,e,i,o,u,m,b,p,bha"; Mouth exercises	Objects/cards would be placed in front of the group, objects like blocks, animals, vehicles', ; each child would pick one object and describe it to the group.	Discussion of each Childs input, mouth massage, Closure song playing and a Gratitude circle	The session went as planned
Session 8 (22nd October)	Assessment	Story construction	Opening song- nature sounds, group gathering together	Each child was given a sheet with sketch pen, the sheet was already divided into 6 parts; the children were told to focus on the box with number 1 and start with building a character; the character can be anyone, a thing, object, human, animal, then to draw the mission, supporting characters, obstacle, overcoming it and the outcome; the instructions were given in both kannada and English	Each child was given 1-1 attention based on their capability and drawing ability; each child made an attempt on the creating their story and in the end they narrated their stories.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned
Session 8 (24th October)	Symbolic recognition	pictionary	Opening song- nature sounds, group gathering together	Setting up of the space, where the tray of cards and blocks would be taken out and placed in front of the board	Each child would be called one by one to the board, asked to pick a card and then draw or act out the card, the cards ranged from animals, to objects, to fruits, vegetables; the rest of the group has to guess the object that has been drawn or acted by the child	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned
Session 9 (26th October)	Narrative capability; Descriptive Speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,i,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their daily routine; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned
Session 10 (29th October)	Narrative capability;	Melodies	Opening song- nature sounds, group gathering together	Voice warm up "a,e,i,o,u,m,b,p,bha"; Mouth exercises	The group started the session by sitting in a circle, they were given the following instructions, each child will give three sounds/words/sentences, after everyone gives their inputs, a djmbee would be brought out and the group would create a song out of the given words and or sounds	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned; there was a little time hindrances which caused the song to not be completed.

Session 11 (31st October)	Symbolic recognition	Images	Opening song- nature sounds, group gathering together	Voice warm up "a,e,i,o,u,m,b,p,bha"; Mouth exercises and lower body warm up	Flashcards would be scattered on the floor facing down, each child would come one by one pick a card and then go back to their place and look at their card; the instructions that would be given are- you have to give 5 sentences/words of the object in your hand,	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned; halfway during the session instead of asking the children to stand up and come and talk, the group formed a circle and did the rest of the lines.
Session 12 (2nd november)	Narrative capability; Descriptive Speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,i,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their daily routine; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned
Session 13 (5th November)	Narrative capability; Descriptive Speech	Mandala	Opening song- nature sounds, group gathering together	One big circle would be drawn onto the floor and divided into two parts the first part has " I Like" and the second has "I don't like"	After the circles have been made, the following instructions were given to the group, "music will be played and we will walk around the circles, when the music stops, you stop and whichever circle you are on, you have to say 7 things you like or dislike"	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned
Session 14 (9th November)	Narrative capability; Descriptive Speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,i,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed with 5 questions " Favourite food", "cartoon", "colour", "favourite family member and best friend" the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session started a bit late but went as planned;
Session 15 (12th November)	Symbol recognition	shapes	Opening song- nature sounds, group gathering together	The classroom would be set up, with each object shape being hung on a rope	Each child would be called one by one to the rope; they would be asked to identify the shapes that are hanging as well as embody the shape using the full body or just gestures; the shapes that were used were square with a hole; square, rectangle, triangle, spiral, cylinder/pipe and animal faces- tiger, dog, lion,	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned, there were some improvisati ons done with the session.

Session 16 (14th November)	Symbol recognition, attention to details	Memory palace	Opening song- nature sounds, group gathering together	The tables would be set up and each child would be asked to go to their assigned spots; and wait for further instructions	A tray would be kept in front of the group, with multiple objects ranging from big to small and upon utility as well as daily interaction; the children would be sitting in particular spots and the tray would be passed around with each group getting 5 minutes to explore and view the objects of the tray; after each group is done they would be asked to draw what they remember and later recall would be done based upon memory with words and/or gestures.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned
Session 17 (16th November)	Narrative capability; Descriptive Speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,i,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their family; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	That questions that were asked related to the theme of family were "who all are in your family?", who is your favourite family member?" Name of parents"
Session 18 (21st November)	Symbol recognition	Puzzle	Opening song- nature sounds, group gathering together	Two tables would be put in the room facing each other; with one set of items kept on one side and the other side had matching items; and voice exercises, "a,e,i,o,u,m,b,p,bha"	Each child would be called one by one to pick one item from one table and look for its counter on the other table; the items are utility items used by the children daily or they see someone use it. The items were Duster+marker, plate+spoon, glass+bottle, toothpaste+brush, box+lid, Hairbrush+rubberband, brush+paint, sheet+crayon. bedsheet+pillow and sock+sock	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned

Session 19 (23rd November)	Narrative capability; descriptive speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,l,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their family; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The questions revolved around the child; the questions were as follows- what is your name? Your age? Your address? Birthdates and best birthday celebration .
	Narrative capability		Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,l,o,u,m,b,p,bha"	A story would be told to the children; about a magic land far far away where there was a school where the children were special cause they could see magical things and creatures; then one day a big man with a white beard and a pointy hats comes to the school and tells the children, that there are pictures of magical items in the school, and if they have it they can make a wish but only if they tell why they want to make that wish.	Everyone's inputs would be discussed, mouth massaging, song playing again and thank you circle	The session went as planned.
Session 20 (26th November)							
Session 21 (28th November)	Symbol recognition; Embodiment	Mandala	Opening song- nature sounds, group gathering together	voice exercises, "a,e,l,o,u,m,b,p,bha" and whole body warm-up; a circle would eb created onto the floor which would be divided into four parts which are zones for the four elements which is fire, air, water and earth;	Each child would be asked to come one by one and identify the element they like the most or feel closest to, they would start with an embodiment of that element and then proceed onto the next, during their embodiments music would be played	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned

Session 22 (30th November)	Narrative capability; descriptive speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,l,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their family; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned; the group has 3 adults and 7 children; one child didn't get enough time to participate so one question was asked to him. One child refused to come onto the hot seat instead teh facilitator went to him creating a scenario of audience interaction.
Session 23 (3rd December)	Symbol recognisiton	fishing	Opening song- nature sounds, group gathering together	voice exercises, "a,e,l,o,u,m,b,p,bha"	Cards of the letters would be placed upside down on the floor, the children were asked to come one by one to pick 3 card first, recognise the letter verbally and visually, give 3 object along with a gesture for it	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned.
Session 24 (7th December)	Narrative capability; descriptive speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,l,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their family; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The sessions went as planned.

Session 25 (10th December)	Symbol recogniton	Code	Opening song- nature sounds, group gathering together	voice exercises, "a,e,l,o,u,m,b,p,bha"	The group was introduced to a new song for a game they would be taught, the game is rock, paper, scissors; the song showed gestures for each with it properties of who is stronger than who, what is stronger that scissors, rock, you can smash things with it, paper flies and wraps itself around the rock, scissors can cut paper.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned, the children took a little time to process the information , the symbols were caught on quick, but while playing the game the response was usually as the facilitator as she would go first; .
Session 26 (12th December)	Symbol recognition	fishing	Opening song- nature sounds, group gathering together	voice exercises, "a,e,l,o,u,m,b,p,bha"	Cards of the letters would be placed upside down on the floor, the children were asked to come one by one to one pick one card first, recognise the letter verbally and visually, give one object with gestures and a sentence for it	The group will sit in a circle, a shake off, gratitude circle, closing song	The session didn't go as planned, as one of the chid became upset and aggressive towards the facilitator and the intern,
Session 27 (14th december)	Narrative capability; descriptive speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,l,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their family; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned, but the responses of the children varied from interest to disinterest after a few questions, .
Session 28 (17th December)	Symbolic recognition and attention	colours	Opening song- nature sounds, group gathering together	voice exercises, "a,e,l,o,u,m,b,p,bha" and body stretching exercises.	one set of coloured scarves would be attached to a rope, each child would come one by one and match the colour to its counterpart.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned
Session 29 (19th December)	Symbolic recognition and attention	Code	Opening song- nature sounds, group gathering together	voice exercises, "a,e,l,o,u,m,b,p,bha" and hand exercises	The group would be introduced to a game of rock paper scissors, with a song written by the facilitator, each child would play the game with an adult where they would be taught the combinations.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned

Session 30 (21st December)	Narrative capability; descriptive speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,l,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their family; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	the session went as planned
Session 31 (2nd January)	Symbol Recognition	Pictionary	Opening song- nature sounds, group gathering together	Vocal exercises; "a,e,l,o,u,m,b,p,bha"	Picture cards will be placed on the floor, each child would be asked to come one by one, they would be asked to pick up 3 cards one by one and recognise the symbol and do an action related to the image.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned.
Session 32 (4th January)	Narrative capability; descriptive speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,l,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their family; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned.
Session 33 (7th January)	Assessment	Story construction	Opening song- nature sounds, group gathering together	Each child was given a sheet with sketch pen, the sheet was already divided into 6 parts; the children were told to focus on the box with number 1 and start with building a character; the character can be anyone, a thing, object, human, animal, then to draw the mission, supporting characters, obstacle, overcoming it and the outcome; the instructions were given in both kannada and English	Each child was given 1-1 attention based on their capability and drawing ability; each child made an attempt on the creating their story and in the end they narrated their stories.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned
Session 34 (11th January)	Narrative capability; descriptive speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,l,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their family; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went a planned
Session 35 (16th January)	Narrative capability	Actions	Opening song- nature sounds, group gathering together	The group was made to sit in a circle, the session started with them doing voice exercises of, vowels and letters which require the lip to touch	The children were told the group would sing song together and then each child would sing a song with actions and using the body	The group will sit in a circle, a shake off, gratitude circle, closing song	The sessions went as planned.

session 36 (18th January)	Narrative capability; descriptive speech	Tv show	Opening song- nature sounds, group gathering together	Setting up the arrangement of two chairs a mic like rendition; voice exercises, "a,e,i,o,u,m,b,p,bha"	Each child will be called one by one to our "After Breakfast Tv show", which would have a jingle, where the child would be interviewed about their family; the jingle will play again when the show is ending.	The group will sit in a circle, a shake off, gratitude circle, closing song	The session went as planned; the theme continued with emotions
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