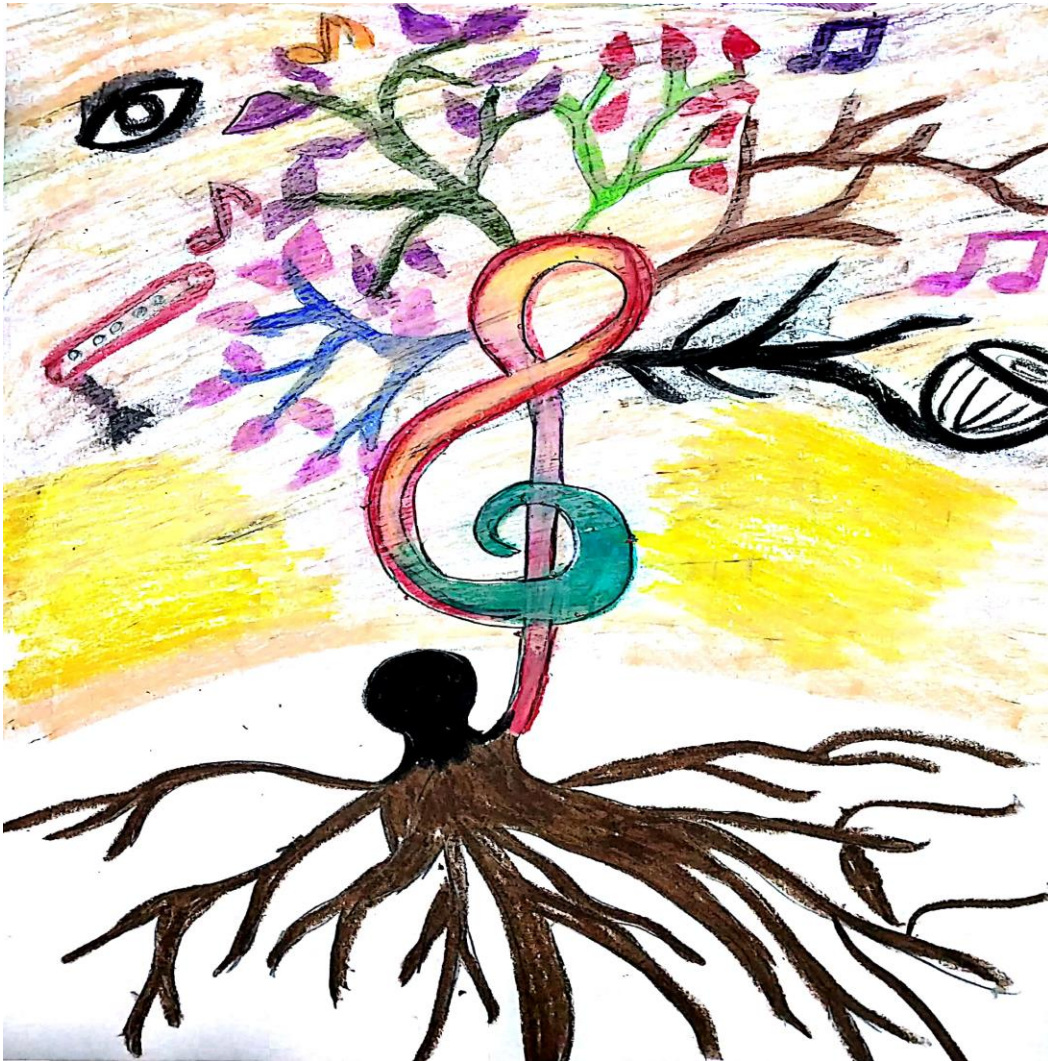


Vistara

Expansion of Arts for non verbal children in Autistic spectrum



A project report in fulfillment of ABT course 2018 –2019 prepared by

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SECTION 1: ABSTRACT

1.1 Abstract

The Research project had a heterogeneous group of 6 children with range special needs (Autism, Cerebral Palsy, Partial visual impairment with cognitive disability and Microcephaly). The age group of the participants ranged from 8 to 17 years old.

The Action research project has conducted over period of 3 months from October to January where totally 12 contact sessions were conducted for each child. The sessions were one on one basis for 30 minutes duration. All the artistic skills like Body, Rhythm, Voice, Visual art, Games and Exercises were applied to work on the Therapeutic Domains (TDs) and Therapeutic Goals (TG's) identified during the Pilot Project.

Therapeutic goals identified for 6 participants were Oral motor, Physical alertness, Symbol recognition, Attention and Quantification. Arts Based Therapy (ABT) interventions were used to work on achieving these goals.

In each of these areas, every participant received performance scores based on assessment forms filled by parents and facilitator. These assessment forms were filled first time in mid of October during the start of the project (Pre), and second time in early January (Post).

Based on TG's, the score for each child was calculated by averaging the scores from the each form and consolidated. In each of these areas both negative and positive results have been observed.

SECTION 2: INTRODUCTION

2.1 The larger Problem

The population type selected for the Arts Based Therapy Action Research Project is a heterogeneous group of children with Autism, Cerebral Palsy, Partial visual impairment with cognitive disability and Microcephaly.

Autism is a complex neurological disorder that includes impairments in social interaction and developmental language and communication skills.

As on 2017, the Centre for Disease Control and Prevention's (CDC), Autism and Developmental Disabilities Monitoring Network determined that approximately 1 in 59 children (1 in 37 boys, and 1 in 151 girls) is diagnosed with an autism spectrum disorder (ASD).

Microcephaly is a condition where the head is smaller than the normal. It can also lead to seizure or other neurological defects (Intellectual disability).

Microcephaly may be caused by genetic abnormalities or by drugs, alcohol, certain viruses and toxins that are exposed to fetus during pregnancy and damage the developing brain tissue.

2.2 Literature Review of creative Arts Therapies:

Arts Based Therapies involve the use of multiple art forms to accomplish individualized therapeutic goals. The Quote by Brenda Meldnum (1993) says "The distinction between 'therapy' and 'therapeutic' . A therapeutic experiences is one through which a person comes to feel a greater sense of herself and her abilities, while a therapy is a specific form of intervention in her life whose aim is to help bring about change". It is impossible to change once life, instead all that we could do is to give them tools to help them cope with their lives.

ABT encompassing different artistic tools such as music, drama, play, dance, movement and visual art is a form of expressive therapy.

Play and Drama therapy

AM Cattach (1996) quotes Sue Jennings describing the play of children evolving through three developmental stages from early infant experiences to the complex dramatic play of the young child. These three stages are: embodiment play, projection play and role-play.

Embodiment play, developmentally speaking, occurs first in babies. It has been seen when babies move their hands around and play with their toes. Exploring the body and its physical movements leads to new experiences of body sensations. Being in a more relaxed state help to facilitate their self-awareness and help them to be more receptive to their sensations and emotions.

Embodiment play seemed to be advantageous for these children for a number of reasons: The first is that helping these children to be in better touch with their bodies and senses might help them to be aware of their emotions. This, in turn, might help them to be more connected to their emotions and it might help them to be more self-aware. Secondly, exploring the body and how it functions might help these children to have more direct control over their impulses and movements. Giving them a sense of control over their own bodies seemed to be an important step towards healing

Some examples of activities in drama therapy that can help to facilitate embodiment play are: playing with sand, dance movement, experimenting with physical movement, using a blind fold and feeling objects to guess what they are, playing with various musical instruments, listening to music, building sculptures out of fit and then eating them, and any other sort of activity which can help clients to explore their bodies or their senses.

Projection play begins when it starts to explore the world around them. Projection play in drama therapy can be encouraged through a number of different activities: drawing, transforming an object, sand trays, puppets, finger puppets, mask work, stories and storytelling. Projection can be progressive as it leads from two dimensions, as in drawing, to three dimensions, sand tray figures and puppets. Stories and storytelling can occur at the end because they seem to be the most natural lead in for role-play

Role-play is a natural progression after projection because it moves from using objects "as if" they were something else to "pretending" to be someone else. According to Ann Cattanach, at about age four, children can begin to play socially with other children.

Hence Drama therapy accomplishes these goals by helping them to get in touch with their bodies by using various embodiment activities the children can have the experience of succeeding and exploring their senses and how they relate to the world. Drama therapy helps them to be more self-aware and expressive.

Dance and Movement Therapy:

The unique purpose of dance is to involve the person in a spontaneous act of moving as opposed to making them perform choreography or create movement for a performance.

(Payne 1992:9) says the aim of Dance and Movement Therapy (DMT) is to use dance as a form of non-verbal communication, "a concrete medium through which conscious and unconscious expression can become motivated. In DMT, it is recognized that feelings derived from the unconscious reach expression in movement (or its creative form, dance) rather than words". Therapy is not just a consequence of simply moving creatively, which would then just be creative dance. For DMT, this movement interaction and creativity acts as a vehicle for transformation, which is its distinct purpose (Payne 1992; Johnstone 2010)

Music Therapy:

Music is rhythm, rhythm is structure, and structure is soothing to a brain struggling to regulate itself to stay on a linear path. "Music exists in time, with a clear beginning, middle, and end," says Kirsten Hutchison. Research shows that pleasurable music increases dopamine levels in the brain. This neurotransmitter — responsible for regulating attention, working memory, and motivation. "Music shares neural networks with other cognitive processes and through brain imaging; we can see how music lights up the left and right lobes. The goal of music therapy is to build up those activated brain muscles over time to help overall function." says Patti Catalano, a neurologic music therapist at Music Works Northwest. "

2.3 Hypothesis:

- Aashish's main need would be Oral motor skills of the Body domain and the second area of focus would be to improve Attention Span and sitting tolerance.
- Chaturika's main focus would be Quantification under the Cognition Domain and the second area of focus would be to improve her sustained attention on a task.
- Hemanth's main focus would be Physical Alertness from the Body Domain and Attention.

- Likith's main focus would be Physical alertness and Oral motor skills and the second area of focus would be to improve Attention.
- Krishna's main focus would be Oral Motor skills and the second area of focus would be to improve Symbol Recognition & Memory for Information/Instruction).
- Sai Rajeshwari's main focus would be Attention and the second area of focus would be to improve Symbol Recognition & Memory for Information/Instruction).

SECTION 3: METHODS

3.1 Eligibility Criteria for Client and control group

The ABT group was formed with different disabilities like Autism spectrum disorder, Epilepsy, Microcephaly and Developmental delays. The average age of the group is 14. The oldest is 19 years and youngest one is 8 years.

All the selected children have been enrolled for the full day programme with Snehadhara Foundation since 2013. Almost all communicate by way of gestures/sounds except two children who communicate only with simple words. Three children (Likith, Krishna and Hemanth) have been together as a group for over more than 3 years prior to beginning of this project.

Almost all are agile in this group and not too many physical challenges except for 2 children, where they have cerebral palsy hence they requires minimal support during their activities.

AGE	8 to 19 years
GENDER	2 Female and 4 Male
BACKGROUND	All are from comfortable middle class homes, except two who are from lower middle class home

3.2 Logistics

Settings: Spacious room with attached toilet.

Location: Snehadhara Foundation, JP Nagar 3rd phase, Bangalore

Start Date: October 3th, 2018

End Date : January 25th 2019

Duration: One on one session, 12 half hour sessions with each client (Total 6 clients x 12 = 72 half hour sessions in 3 months)

3.3 Data Sources and Data Collection Protocols:

Data Collection formats: (Appendix A)

These are rating scales developed for specific Therapeutic Domains and Goals of the clients. These will be administered twice during the action research as pre and post-tests. These would be filled in by the ABT facilitator, another teacher working with the client group or a neutral observer. Parent/Caregiver Questionnaires will be administered twice during the period and studied as pre and post-test comparisons.

1. **Appendix A1** : Observation chart for Oral Motor & Physical Alertness
2. **Appendix A2**: Observation chart for Attention and Cognitive
3. **Appendix A3**: Parent Questionnaire

Name of the test	Filled by	Frequency	Administration Schedule
Oral motor Skills	Facilitator, Other teacher	Twice	Second week of October and First week of January
Physical Alertness	Facilitator, Other teacher	Twice	Second week of October and First week of January
Attention and Cognitive	Facilitator, Other teacher	Twice	Second week of October and First week of January

Parent/Caregiver Questionnaire	Parent/Caregiver	Twice	Second week of October and First week of January
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ABT assessment Tools: (Appendix B)

- 1. Appendix B1 :** Drumming Observations
- 2. Appendix B2:** Embodiment – Projection – Role
- 3.** Comparisons of Drawings and paintings.

ABT Assessment Tool	Name of the child	Frequency	Administration Schedule
Comparisons of Drawings and paintings	For all 6 Clients	Twice	Second week of October and first week of January
Drumming Observations	For all 6 Clients	Twice	Second week of October and first week of January
E-P-R Based	For all 6 Clients	Twice	Second week of October and first week of January

3.4 Methods used :

The 12 ABT sessions were planned keeping the Therapeutic Goal's identified for each client in focus and incorporating various artistic skills.

The session always started with a same opening ritual having the greeting song, where the place for the client in the room was labeled with the desk arrangement which helped in giving the idea for the client for his/her position to be seated and the session going to be start, especially for the client working for sitting tolerance and attention span. Skill warm up activities would lead into the creation part of the session. Creation was more focused on TGs. Sessions were conducted on Oral motor, physical alertness, Quantification, symbol

recognition along with improving attention span using visual arts, games and exercise, drumming, outdoor activities.

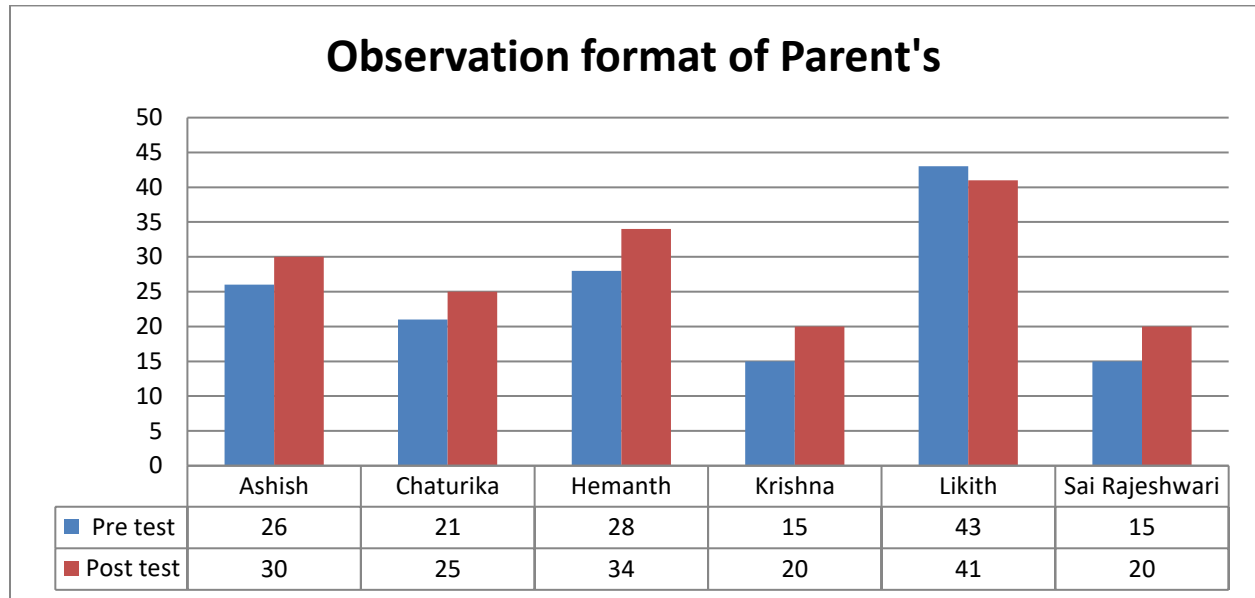
Sessions were closed with mostly with the quiet time when the session was physical alertness or a song with the hand movement when it is visual art session along with the meditation music at the end. Observations, session leads were recorded on the Post Session Notes of the SRS for qualitative analysis. Video recordings were done by the facilitator.

SECTION 4: RESULTS

4.1 Results Summary:

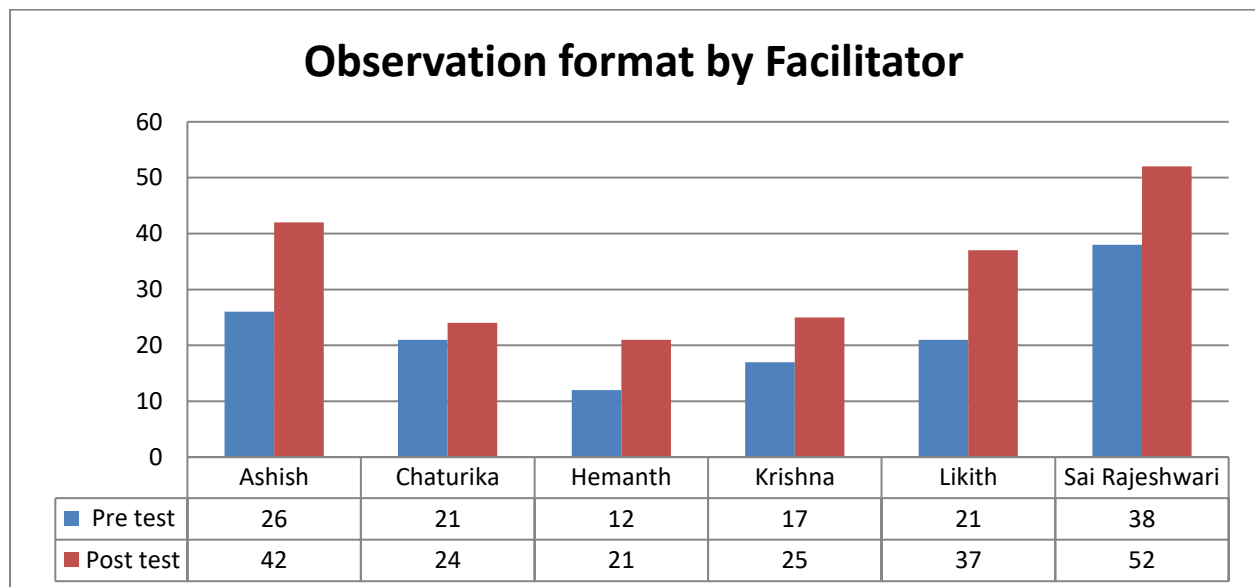
- Arts Based intervention for each participant was assessed in different TG's like Oral motor skills, Symbol recognition, attention, physical alertness and Quantification.
- In each of these TG's, every participant received performance scores based on assessment forms and ABT Tools.
- Assessment forms used were Parent's Observation format (**Refer G1**) and Observation format by the facilitator (**Refer G2**).
- ABT tools used were Observation of Drumming session(**Refer G3**) and Embodiment-Projection- Rule (EPR) tool (**Refer G4**).
- There has been an overall positive shift in the scores in the various capabilities and therapeutic domains.
- These assessment forms were filled twice, first time(pre test) was filled in second week of October and second time (post test) was filled in first week of January.
- ABT one on one session's has been the most effective approach for the client who has less in attention and sitting tolerance. With improved attention, sitting tolerance and physical alertness they are more ready for group sessions

Graph : G1 – Observation format of Parent's



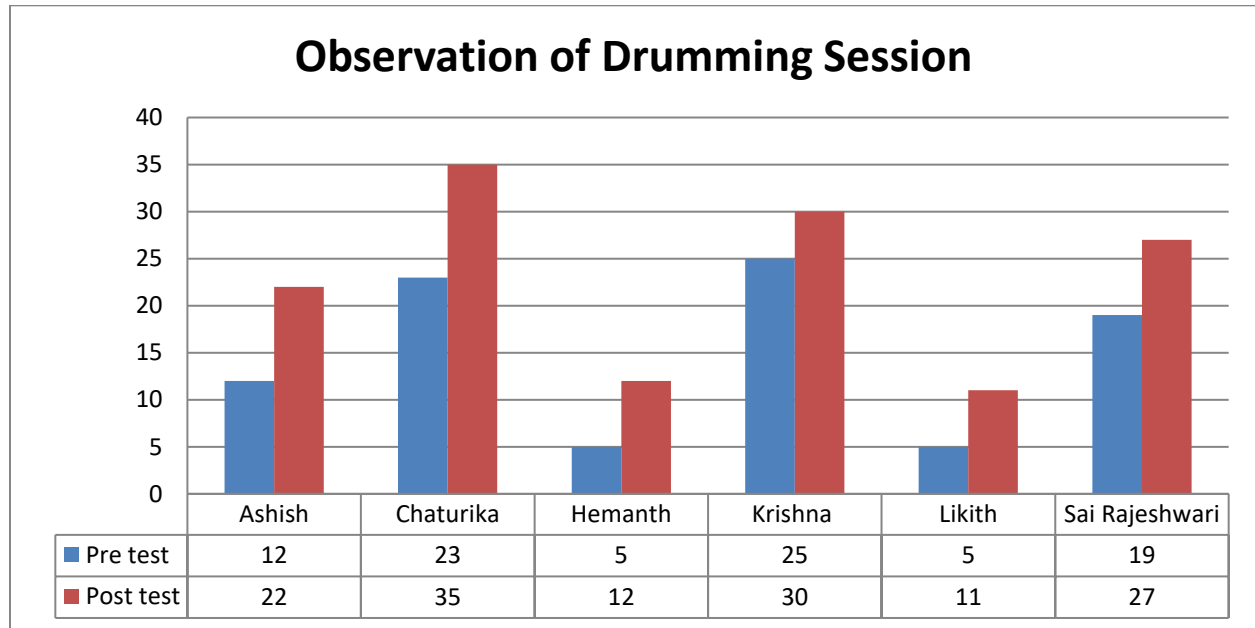
- As shown in Parent's Observation format graph, there is significant improvement in their respective domains for all clients except for the one client which has shown regression.

Graph : G2 – Observation Format by Facilitator



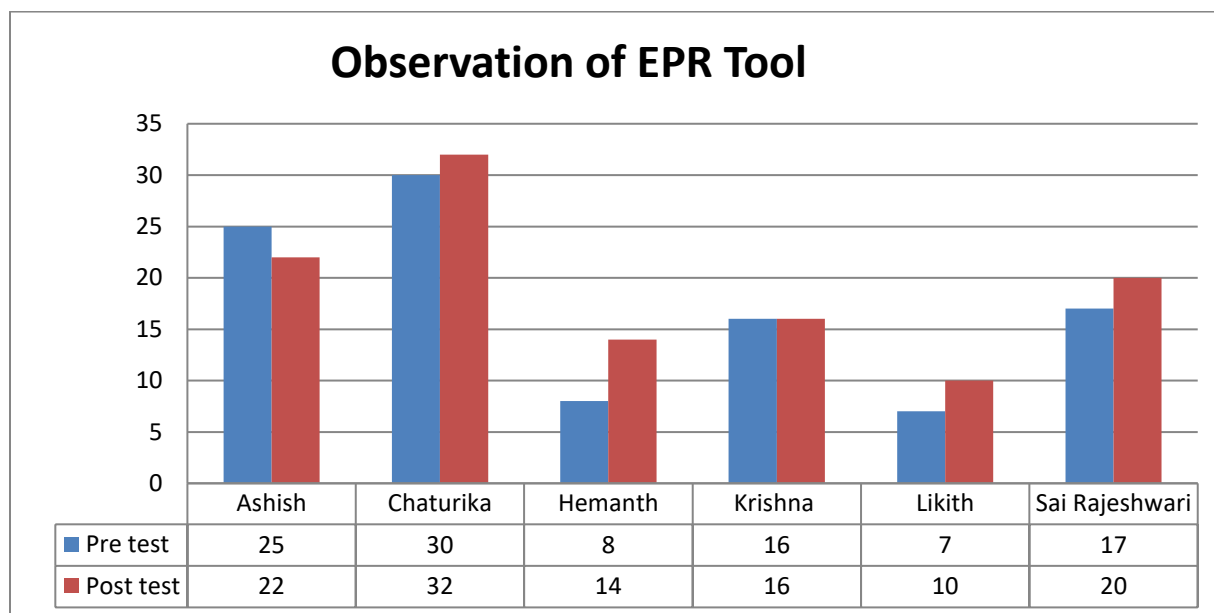
- As depicted in Observation format by facilitator graph, there is upward shift for all clients for their respective domains.

Graph G3: Observation of Drumming tool



- (Observation of Drumming session) G3 graph depicts there are more positive shift in all clients which helped in improved attention, physical alertness, sitting tolerance and impulse control.

Graph G4: Observation of EPR Tool



- Comparison scores of Embodiment and Projection has been depicted in the graph G4 which has positive shifts for four clients, where as one client has shown the regression by 3 points and other one has ended up with equal score as pre –test.

4.2 Results Detailed

4.2.1a. Background and Creation:

➤ Name: *Aashish Jonathan Ajay*

Family Background:

Aashish is 8 years old and with Microcephaly. He has an elder brother, his mother is a housewife and his father works in the Private Sector.

Medical Background:

Not available.

Academic and Rehab Background:

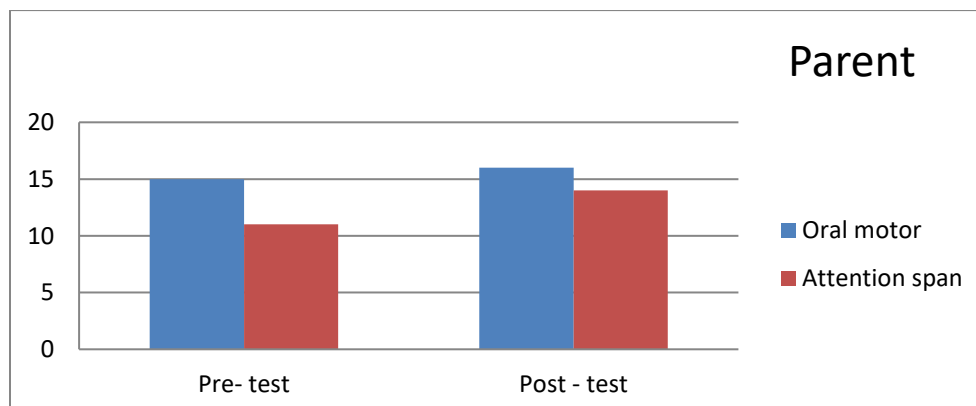
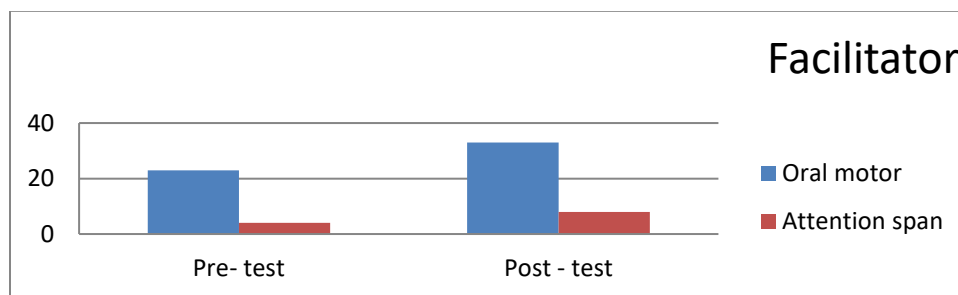
Aashish is an observant child, who loves moving around in space, explore things and feel them with his hands. He does not use language , except for a few abstract sounds. He does not use much of gestures to communicate except for touching things that he needs. He understands the instructions really well and follows them most of the time. Aashish loves to play with his fingers, which he keeps looking at

many a times. Activities with concrete objects, any action or movement activity with hands and fingers, keep his hands engaged and lessens his intent to put them in his mouth.

Creation:

Aashish's main need would be Oral motor skills of the Body domain and the second area of focus would be to improve Attention Span and sitting tolerance.

4.2.1b. Domain Comparisons



Above two graphs shows Aashish performance in the two TG's assessed by facilitator and parents over the period of action research, which has positive shift in Oral motor and Attention span TG's from both facilitator and Parent. Following observation made by the facilitator about Aashish during the action research.

➤ **Oral Motor:**

Aashish shown improvement in the Oral motor skills. Initially he imitates the facilitator for "ooo" sound by purging his lips without any sound; later when the interaction moved in front of mirror he was able to imitate the sounds "ooo" "aaa" "aa-ee" and "ee-aa" for more than 10 times with an eye contact.

When the musical instruments like flute, whistles, elongated pipe were brought to him one by one. Initially he started biting the flute and when he got the concept of blowing, he enjoyed by laughing and blowing for more 10 times continuously with the rhythm and sometime he asks the facilitator to blow it by his hand gestures.

➤ **Attention:**

Initially it was difficult to seek Aashish's attention since he keeps moving from one place to another, later when the bench and table set up is made around him, he was able to make the eye contact and interact significantly in the sessions.

After two – three sessions it was just the small desk in front of him without any side barriers. When Aashish enters the room he goes and sits in front of the desk without any prompts for more than 20 minutes when engaged with him by the artistic medium like visual arts, music, Djembe, breath and sounds.

During the drumming session he was able to sit for 30 minutes in the same place and interact with facilitator with an eye contact and hand gestures. When Djembe is given to him he initially explores by holding it upside down, play on Djembe by holding Facilitator's hand. Aashish sometimes able to respond to the cues given verbally for start and stop. He also plays on two Djembe's alternatively by creating the pattern for sometime by holding the facilitator's hand, so that he listen the 2 different/alternate sounds on djembe and responds by smiling with an eye contact.

During Visual art, when the crayons and paper were given Aashish scribble all over the sheet. Sometimes he uses his both hands simultaneously.

When the music is played and facilitator starts coloring in one edge of the sheet, Aashish stops scribbling and observe the creation made by the facilitator. Later he holds facilitator's hand and place on colored sheet along with his hand and start observing both the hands.

4.2.1c Comparison of drawings and paintings

Pre:



Post:



4.2.2a Background and Creation:

Name : *Chaturika*

Family background:

Chaturika is 14 years old and she has elder sister and both have cerebral palsy. Her father is running his own business and his mother is a housewife

Medical background:

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

Academic and Rehab background:

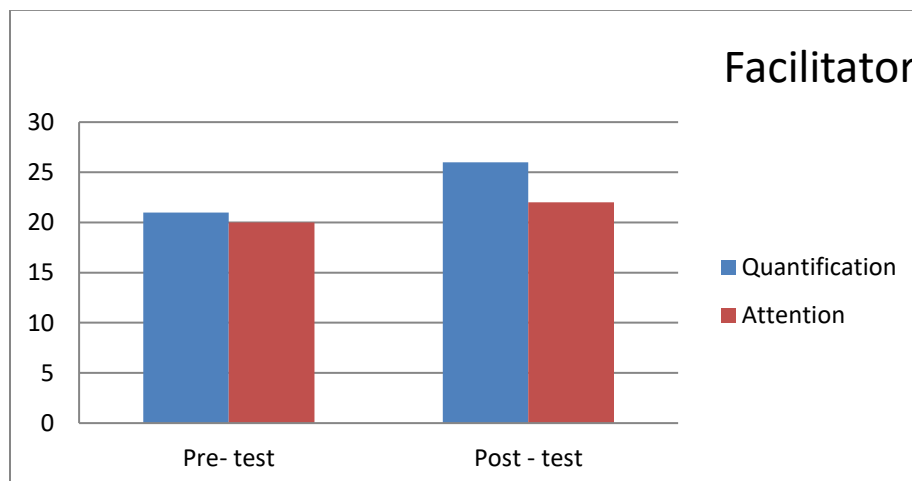
Chaturika is verbal child and able to read and recognize the letters and she is able to memorize the instructions/ information given to some extent.

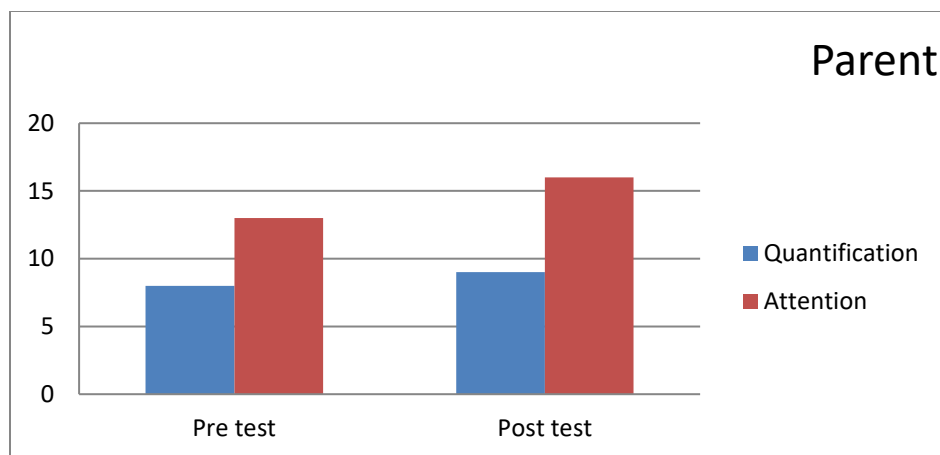
Chaturika responds to most of the questions with minimal prompts through minimal words or gestures. She greets and communicates with her friends daily as soon as she saw them in the mornings. She responds with a smile or with a few words if any of her peers spoke to her, though has not yet started initiating conversations. Chaturika respects the personal space of her peers, maintains distance from them and does not touch them on her own initiative.

Creation:

Chaturika's main focus would be Quantification under the Cognition Domain and the second area of focus would be to improve her sustained attention on a task.

4.2.2b. Domain Comparisons





Above two graphs shows Chaturika's performance in the two TG's assessed by facilitator and parents over the period of action research, which has positive shift in Quantification and Attention TG's from both facilitator and Parent. Following observation made by the facilitator about Chaturika during the action research.

➤ **Quantification:**

Chaturika can label the numbers from 1 to 20, but when it comes to quantify she makes the one on one correspondence to the numbers. For example, for the number 1 she gives 1 bead, number 2 she gives 1 bead and so on with the number 3, 4...

When different arts like games, exercises, visual art, music, outdoor activities were used for quantification, there has been a positive shift in the participation and understood the concept of quantification till number 5.

➤ **Attention:**

Chaturika has shown significant improvement in the sustained attention especially when it comes to the Drumming, music and visual art.

During drumming she led with her own pattern of rhythms and follows the other's pattern and play on Djembe.

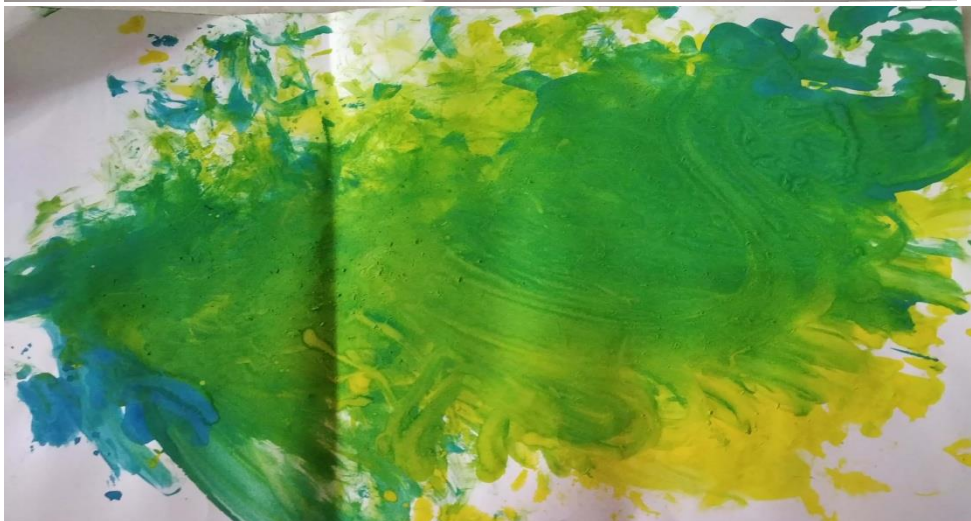
She is able to give cues to start and stop the rhythms. Also she is able to sing the rhymes while playing the Djembe.

Visual art is other artistic skill which she is really enthusiastic and involved with more attention. She becomes conscious and keeps

repeating the words herself to become more attentive. For example when the boundary (square) is given and asked her to paint inside the square, she keeps repeating the word "square" and she make sure no lines are crossed out of square.

4.2.2c Comparison of drawings and paintings

PRE:



POST:



4.2.3a. Background and Creation

Name: *Hemanth*

Family Background:

Hemanth is 11 years old. Currently he is able to vocalize very few words. Parents did not seek any diagnoses and are hence unaware of the condition. His father works as a cable operator. Mother is a housewife. He has a younger sister; she goes to a mainstream school.

Academic and Rehab Back Ground:

He can follow simple instructions . He is scared of harsh tones. He is a very friendly child and easily mingles with everyone. He is very good with mobile and gadgets and likes to spin wheels and other objects; also likes puzzles, connectors and so on.

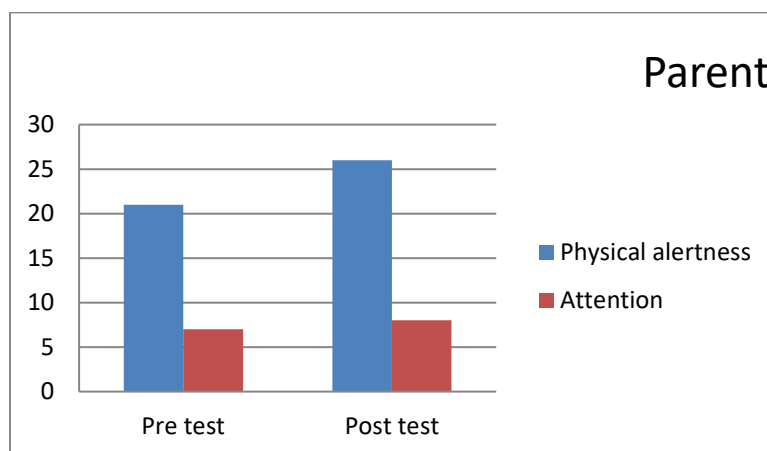
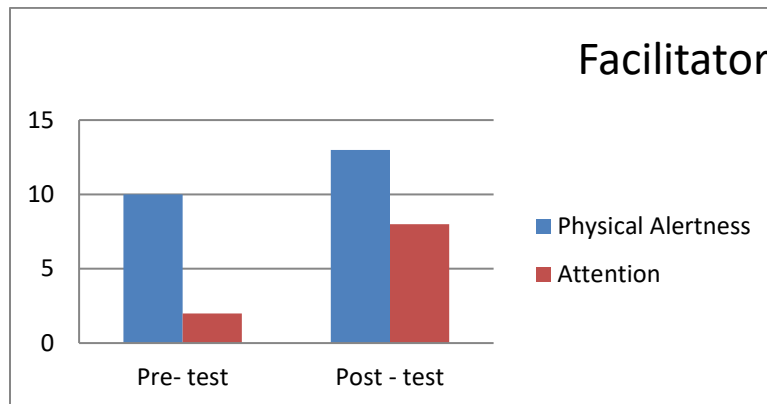
Medical background:

No data available.

Creation:

Hemanth's main focus would be Physical Alertness from the Body Domain and Attention.

4.2.3b. Domain Comparisons



Above two graphs shows Hemanth's performance in the two TG's assessed by facilitator and parents over the period of action research, which has positive shift in TG's Physical alertness and Attention from both facilitator and Parent. Following observation made by the facilitator about Hemanth during the action research.

➤ **Attention**

Hemanth has positive shift in the overall attention during this action research project. Initially he hooks up with the spinning objects or he sits/sleep in same place and refuse to participate.

Nevertheless the artistic medium like music, dance, visual art, sounds were made positive shift in attention for Hemanth.

When he enters the room, he goes and sits in front of desk without any prompts where his sitting position was labeled. He observes and listens when the music/ songs were played and makes the imitation by saying few words or by doing action of the songs.

During the drumming session, he makes an eye contact with facilitator, plays on Djembe for few times and intertwines his fingers and makes a pattern.

Initially Hemanth refused to play with the paints/crayons. When facilitator plays with paints on her palm, he observes and applies paints from facilitator's palm and request more of paints through his gestures. He makes some finger movements with abstract sounds in front of mirror when it is painted. And during closure of the session he say "Handwash" when he is done with paints.

Hemanth's interaction and communication has been significantly increased where he used his words during the closure of many individual sessions - "Thank you" , "Rub your palms" , "hand wash", mantra "Asathoma" .

➤ **Physical alertness**

Hemanth weight limits his flexibility as he is unable to bend; stretch his legs straight while sitting. He is very afraid to run and walk fast without the support.

Nevertheless, Physical alertness for Hemanth was observed little positive shift as shown in graph with the artistic medium dance, music and games. He gets up from the sitting position and makes the body and hand movement in front of the mirror by imitating the facilitator when the song "Bhoom chikka" is played.

He also likes to bounce on gym ball, throw, run and catch the ball with the facilitator. He also responds to the cues given to start and stop bouncing on gym ball.

4.2.3c Comparison of drawings and paintings

Pre:



Post:



4.2.4a. Background and Creation

Name : *Krishna*

Family Background:

Krishna is 12 years old . He is non verbal child. He has been diagnosed with mild autism. Every day his mother drops him and picks him up from the centre. Father is an electrician. Mother is a housewife. He has a neuro typical younger sister. She goes to mainstream school.

Academic and Rehab back ground:

He was identified as having 'Autism' at the age of 2 at CMC, Vellore to check for any speech and hearing impairment. At about 7-8 he began to lose speech and stopped responding when his name was called, though he would respond to other sounds like TV, vehicles and so on very well. From 2009 to Dec 2012 he underwent regular speech therapy at "All India Institute of Speech & Hearing" Mysore. From Dec 2012 onward he is with Snehadhara Foundation. He likes sensory and visual art activities and he does not show any interest in any of the activities but when left alone, he explores the materials given. He shows interest in balloons, bubbles and spring bangles. He understands the simple instructions and he is adamant when his needs are not met.

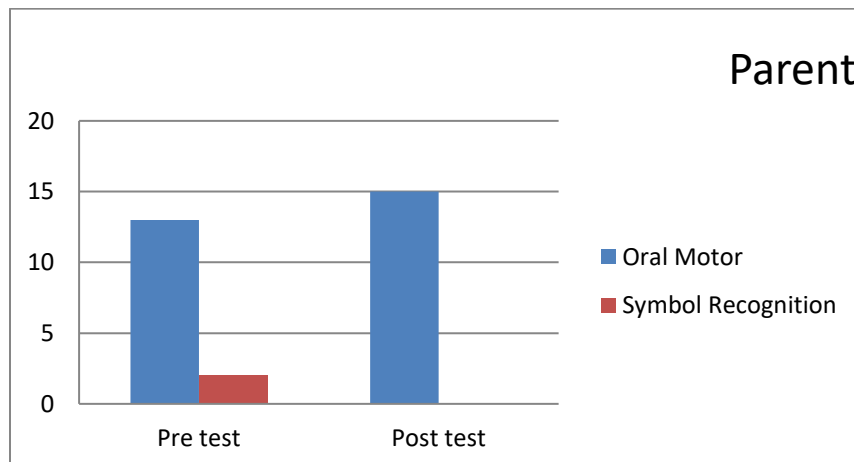
Medical Background:

He was given ayurvedic treatment for few months, homeopathy for a year but as of now, he is not on any medication.

Creation:

Krishna's main focus would be Oral Motor skills and the second area of focus would be to improve Symbol Recognition & Memory for Information/Instruction).

4.2.4b. Domain Comparisons



Above two graphs shows Krishna's performance in the two TG's assessed by facilitator and parents over the period of action research, which has positive shift in TG's oral motor from facilitator and parent where as there is no changes in Symbol recognition from facilitator's observation and slight positive shift from Parent's observation. Following observation made by the facilitator about Krishna during the action research.

➤ **Oral Motor**

Krishna displays positive shift in the Oral motor abilities in music and other activities. When the musical instruments like flute, whistles, mouth organ and pipe were given he is able to play with all the instruments and make patterns sometimes. He is also able to vocalize

vowels and consonants. When prompted he tries to repeat the words, where as his able to say one syllable like "amma" "paa" "aaa" "ee" "oo" "maa".

➤ **Symbol recognition**

There is no significant improvement in Symbol recognition TG as shown in the graph. To improve the symbol recognition for recognizing and label objects/colors tried different art forms like games, visual art, drumming, and exercises.

4.2.4c Comparison of drawings and paintings.

Pre:



Post:



4.2.5a Background and creation

Name: *Likith*

Family Background:

Likith is 15 years old. He is a non verbal child. He has partial visual impairment and has a cognitive disability and some sensory issues. His father works as a finance manager. Mother is a housewife. He has a younger brother who is studying in 3rd standard in a mainstream school.

Academic and Rehab back ground:

Weakness: Communication and expression

Strength: Quiet, calm and good with playing ball.

He used to go for horse riding during weekends.

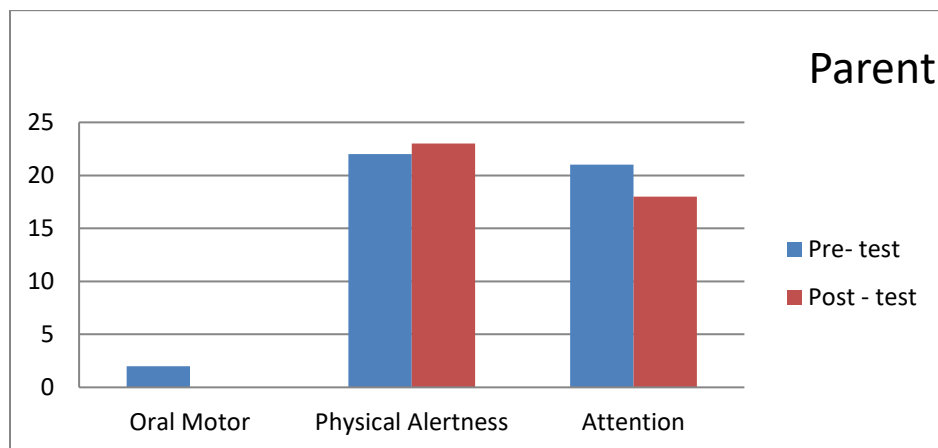
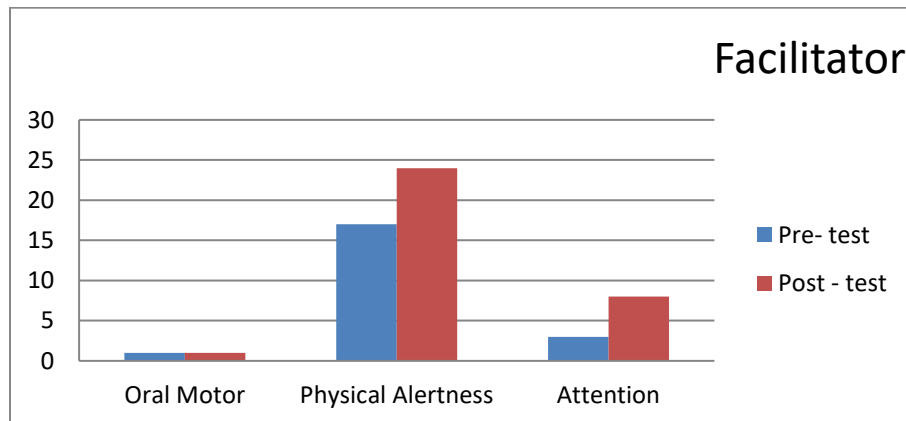
Medical Background:

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

Creation:

Likith's main focus would be Physical alertness and Oral motor skills and the second area of focus would be to improve Attention.

4.2.5b. Domain Comparisons



Above two graphs shows Likith's performance in the three TG's assessed by facilitator and parents over the period of action research. There are no changes in Oral motor skill from Facilitator's observation format and it is in regression in parent's observation format. There is a significant positive shift in the Physical alertness from both Facilitator and Parent's observation format. Third TG- Attention has improvement in facilitator's observation format, where as it is in regression in parent's observation format. Following observation made by the facilitator about Krishna during the action research.

➤ **Oral Motor**

There is no significant improvement in oral motor as shown in the graph. To improve the Oral motor skills tried different art forms like games, visual art, drumming, music instruments and exercises.

But sometimes when prompted Likith blow the piece of papers very softly during the games session.

➤ **Physical alertness**

Likith push himself out of his boundary without any prompts when it comes to Physical alertness which has been achieved by games, exercises, drumming session and Outdoor activities.

During games he focus to throw/kick the ball towards the facilitator. He is able to manipulate the distance and throw the ball accordingly towards the person and responds well for the cues given for the start and stop while playing the game.

Likith is able to kick the ball through narrow paths and target the objects. He is also able to bounce on the gym ball by responding to the cues given for start and stop.

During drumming session, when prompted he plays the Djembe with tip of his fingers or with the mallets on drums.

Interestingly during Outdoor activities, Likith is able to climb heights and play on slides, swings without any prompts. When cues were given to stop while playing the swing he is able to stop with support of his legs.

➤ **Attention**

There is a positive shift in the Attention as shown in graph which was tried with different arts like drumming, games, exercises and visual art.

Likith usually needs prompts to participate in the session, but his attention gradually increased without any prompts.

Likith when called for the session (verbally), he walks and goes to the room and sits in front of desk without prompts.

During Visual art session, Likith refuses to paint/draw using crayons but he observes clearly when the facilitator is drawing in any corner of the sheet.

The cues to start and stop were used in drumming session, games, outdoor activities which he responded well.

4.2.5c Comparison of drawings and paintings

Pre:



Post:



4.2.6a. Background and creation

Name : *Sai Rajeshwari*

Family background:

Sai Rajeshwari is 19 years old and Cerebral palsy and she has a younger sister. Her father runs a business and mother is a housewife. Earlier they used to live in a joint family. Now they are into nuclear family and the whole family meets each other on a regular basis.

Medical background:

She is an epileptic and she is on anti-epileptic medications.

Special care instructions:

She is epileptic, so people around her have to be alert for any epileptic episodes.

Academic and Rehab background:

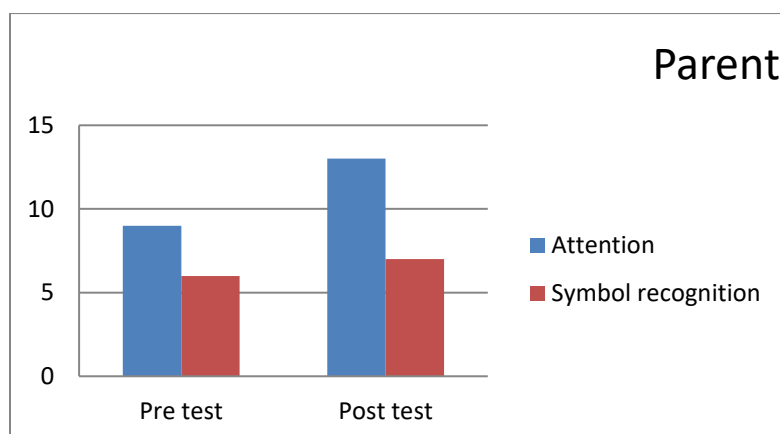
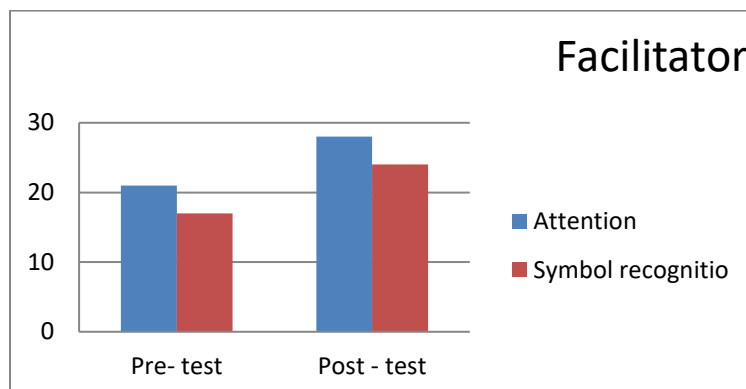
She can only recognize the colors and tell numbers from 1 to 10. She attended speech and occupational therapy classes when she was 4 to 8 years.

Her interaction with others is less, where as with her sibling at home is more. She gets into interaction like passing materials, holding hands only after being instructed and even when other child takes her art materials or touches, she does not respond back in any form except for immediate change in facial expression.

Creation:

Sai Rajeshwari's main focus would be Attention and the second area of focus would be to improve Symbol Recognition & Memory for Information/Instruction).

4.2.1b. Domain Comparisons



Above two graphs shows Sai Rajeshwari's performance in the two TG's assessed by facilitator and parents over the period of action research, which has positive shift in both TG's Attention and Symbol recognition. Following observation made by the facilitator about Sai Rajeshwari during the action research.

➤ **Attention**

In case of Sai Rajeshwari, it was very interesting her impulse control across different art mediums. As a tool to work on impulse control, start and stop was used.

As soon as she enters the room she greets herself saying "Session starts" without any prompts. When she enters and settles down in the room, she avoids communicating by bending her head down for few minutes. But when it is in front of mirror she becomes very enthusiastic and she speaks with loud voice with an eye contact.

She could follow start and stop beautifully during visual art, drumming, singing, dancing, as well as movement like walking, clapping, etc.

During drumming session, she stop playing the Djembe by giving the cue herself saying "1, 2, 3, 4 stop".

In visual art when coloring with crayons Sai could able to say "Sai's turn" during her turn of coloring without any prompts when we actually taking turns between Sai and Facilitator.

During the dance session especially when the music is played with freezing moments in it, Sai could able to freeze at that moment by looking at the mirror and rest of the part she moves hands and body for the song.

Apart from that, as a closing ritual she sings a mantra and she stops by giving the cue as 1,2,3,4 stop.

➤ **Symbol recognition**

Sai Rajeshwari becomes enthusiastic in front of mirror and she can point out her body feature and its name with loud voice.

When the picture cards were shown she could able to recognize the images and also she can make the association of related images.

For example: when the "tree" image is shown, she can say it as tree and when asked her to associate she said "leaves".

During self portrait session she scribbled using different colors on paper. Later she pointed and mentioned head, nose, eyes, and ears without any prompts.

Sai can recognize the objects without actually looking at them but by sensing it in her hands which are used in daily activities.

4.2.1c Comparison of drawings and paintings

Pre:



Post:



SECTION 5: DISCUSSION

5.1 Limitations.

Since I had limited prior experience of handling kids with special abilities, it took me few days to get used to clients and work effectively with them. The group is heterogeneous with different age group and needs.

The other impacting limitation is absenteeism. This affects the flow of conducting the sessions. Most of the clients were absent for more than a week continuously during the project. Hence there were considerable changes in their energy level and participation. This affected the flow of the sessions.

During my Pilot project phase, rooms used to conduct sessions were changed sometimes. Hence clients were having difficulty in adapting to changes in the rooms and most of the time that affected the participation level.

One of the clients sleeps almost throughout the day at Center during action research project phase. Hence it was difficult to plan and execute the session in specific timeframe.

All of the clients at Snehadhara foundation are undergoing the group sessions from other ABT practitioner, the outcome of this study was not exclusively restricted to the one on one sessions conducted as part of this project.

5.2 Learning's

The Arts based intervention has been a great learning experience, by experiencing different forms of arts and how arts become therapeutic and its prominence of our being.

It is very important when it comes to Children with special needs, where some are verbal and some are non verbal and verbal children can communicate with spoken language, while other can only communicate through expressive language that is through their gestures or sounds. When a child is communicating with gesture, abstract sounds, we have been patiently observed what they are trying to communicate.

One of the things that I have learnt is that the session should not be a set of activities with art forms – one after the other. Once after I received feedback and guidance from my mentor, I implemented the feedback received and able to make the session as a flow from the communion till the closure.

The learning's on Arts have been personal level have been immensely profound. On a physical and emotional level experiencing arts in its most simple and elemental forms made me feel like a child again.

5.3 Future

I deeply cherish the journey so far with the kids and embrace the learning's and the process wholeheartedly.

I see myself continuing to work with children with special needs in both groups and in one on one setting also I would like to extend my work with different populations in rural regions to develop my skills as an ABT practitioner.

I would also like to learn more about the field of arts like music, theatre, dance, movement, voice and rhythm explore them and gain experience by using them more creatively and efficiently in helping and healing special population.

SECTION 6: APPENDIX

6.1 Appendix :A

Appendix A1 : Observation chart for Oral Motor & Physical Alertness

Name of the child : _____

Date: _____

Assessment By:_____

Please answer the following questions by ticking the column that is relevant to the child:

0.Not at all

1. Slightly

2.Fairly well

3. Very well

Sl.N o	Parameters	0	1	2	3
1	Can open mouth wide				
2	Can open mouth wide and make the sound "aaaa"				
3	Can purse lips together and make the sound "oooo"				
4	Can open lip wide and make the sound "eee"				
5	Can stretch tongue out				
6	Can move tongue from side to side				
7	Can lick lower lip				

8	Can touch both the lips and say "baa" , "paa" .				
9	Can touch the lips with soft palate and make "nnn" sound				
10	Can touch the lips with soft palate and make "rrr" sound				
11	Can rumble lips				
12	Can stretch lips and hold a smile				
13	Can fill cheeks with air				
14	Can blow softly				
15	Can blow forcefully				
16	Can suck liquid through the straw				
17	Can blow the candle light and make it off				
18	Can blow a whistle				
19	Can catch the ball				
20	Can throw the ball				
21	Can kick the ball				
22	Can go to one place to another by his own				
23	Can jump				
24	Can target the object and hit with ball				
25	Can climb on a raised surface				
26	Can pick and give the objects when asked				
27	IS able to carry weight from one place to another				
28	Can bend and go under the table				
29	Can pull the heavy objects				
30	Can pass the objects to others				

Appendix A2 : Observation chart for Attention and Cognitive

Name of the child : _____

Date: _____

Assessment by: _____

Please answer the following questions by ticking the column that is relevant to the child:

0. Not at all

1. Slightly

2. Fairly well

3. Very well

Sl.No	Parameters	0	1	2	3
1	Can make the Eye contact when called out their name				
2	Can hear and follow the verbal instructions and respond to task				
3	Can imitate hand gestures				
4	Can point to body parts				
5	Can respond to task when given the non-verbal instructions such as by gestures, pointing and sounds				
6	Can repeat the words or gestures we made				
7	Can point to 10 familiar objects when named				
8	Can pay sustained attention to task				
9	Can observe the details of the object/things that is child hand				
10	Can recognize and label letters				
11	Can label colors, Shapes				
12	Can recognize and label numbers				
13	Can respond to the flash cards shown				
14	Can sing songs				
15	Can say words spontaneously in context				
16	Can speak in simple sentences				
17	Can sort colored beads				
18	Can match pictures				

Appendix A3: Parent's Questionnaire

Name of the child : _____

Date: _____

Name of the parent : _____

Please answer the following questions by ticking the column that is relevant to your child:

0. Not at all

1. Slightly

2. Fairly well

3. Very well

Sl.No	Parameters	0	1	2	3
	Oral motor				
1	Can open mouth wide				
2	Can open mouth wide and make the sound "aaaa"				
3	Can stretch tongue out				
4	Can blow softly				
5	Can fill cheeks with air				
6	Can stretch lips and hold a smile				
7	Can blow the candle light and make it off				
8	Can blow a whistle				
	Physical Alertness				
1	Can sit on his/her own				
2	Can get up on his/her own				
3	Can jump on spot				
4	Can climb on a raised surface				
5	Can pick and give the objects when asked				
6	IS able to carry weight from one place to another				
7	Can pass the objects to others				
8	Can pull the heavy objects				
9	Can able to get into car/van and sit on his own				
	Attention				
1	Can make the Eye contact when called out their name				
2	Is able to wait for his turn				

3	Is able to complete the task with prompts				
4	Is able to complete the task without prompts				
5	Is Not aggressive toward other children/parents (hitting, pinch and bite)				
6	Does not Grabs things from people or pushes in line				
7	Can observe the details of the object/things that is child hand				
8	Can pay sustained attention to task				
	Cognitive				
1	Can recognize and label letters				
2	Can label colors, Shapes				
3	Can recognize and label numbers				
4	Can respond to the flash cards shown				
5	Can sing songs				
6	Can say words spontaneously in context				
7	Can speak in simple sentences				
8	Can match pictures				

6.2 Appendix : B

Appendix B1: Observation during Drumming session

Name of the child : _____

Date: _____

Assessment By: _____

Please answer the following questions by ticking the column that is relevant to the child:

0. Not at all

1. Fairly well

3. Good

Sl.No	Parameters	Not at all	Fairly well	Good
1	Can hold the djembe on his/her own			
2	Hits very hard			
3	Uses full length of arms			
4	Both hands hit together			
5	Hits with normal force			
6	Plays only one rhythm again and again			
7	Hits very softly			
8	Needs support to Initiate			
9	Uses only one hand at a time			
10	Uses alternate hands, but no coordination			
11	Can coordinate and play with alternate hands, but slowly, soon loses interest			
12	Is able to loud and soft			
13	Is able to play fast and slow			
14	Is able to initiate the rhythm			
15	Is able to stop the rhythm by his/her own			
16	Is able to play rumbles			
17	Responds to stop cuts			
18	Imitate rhythms			
19	Lead with new pattern			

20	Can continue playing with distractions/noise			
21	Is able to make any sound during playing			

Appendix B2: Embodiment – Projection – Role(EPR) tool

Name of the child : _____

Date: _____

Assessment By:_____

Embodiment	Session1	Sesssion2
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		
Projection	Session1	Sesssion2
1. Sand/Sand and water		
2. Clay/Plasticine		
3. Pencil/crayons		
4. Paint(finger/brush)		
5. Single Image/ Whole Picture		
6. Single/Large Toys		
7. Environmental*		
8. Other		

6.3 Session Record Sheet (SRS) for all individual sessions

1. Participant : Aashish Jonathan Ajay

Session No.	Date	Time	Therapeutic Domain	Metaphor	Communion		Creation	Closure
1	Oct 5th 2018	2:15 to 2:45	Body - Oral motor skills	Blow	Rituals: Bench and table arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: mouth exercise saying "aaa", "eee" , "ooo" by opening the mouth wide, widening and pouting the lips.	Bring one musical instrument after other such as flute, whistle and so on, blow it softly by taking deep breadth and "uff" by taking turn between facilitator and client	Closure : relaxing for some time and chanting the mantra ohm 3 times. Closing ritual: Sing "Old Mc Donald had a farm" rhymes.
2	Oct 10th 2018	10:45 to 11:15	Body - Oral motor and attention	Mirror	Rituals: Bench and table arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: mouth exercise saying "aaa", "eee" , "ooo" by opening the mouth wide, widening and pouting the lips.	Breadth and Melody - Bring one musical instrument after other such as flute, whistle and so on, blow it softly by taking deep breadth and "uff" for all the instruments in front of mirror by looking at the mouth and lips movement while blowing.	Closure : relaxing for some time and chanting the mantra ohm 3 times. Closing ritual: Sing "Old Mc Donald had a farm" rhymes.

3	Oct 12th 2018	2:15 to 2:45	Body -Oral motor and attention	Puppet	Rituals: Bench arrangement to sit in the room and playing the music " Oh mani padme hum"	Communi on: mouth exercise saying "aaa", "eee" , "ooo" by opening the mouth wide, widening and pouting the lips and finger exercises like stretching and wiggling the fingers.	Breadth - Play with the finger puppets with the sounds "aaa" "eee" " ooo" in front of the mirror and blowing the musical instruments like flute, whistles, mouth organ and so on.	Closure : relaxing for some time and chanting the mantra ohm 3 times. Closing ritual: Sing "Old Mc Donald had a farm" rhymes.
4	Oct 26th 2018	2:15 to 2:45	Attention	Rhythm	Rituals: Bench arrangement to sit in the room and play the music " Oh mani padme hum"	Communi on: Mouth and hand exercises like "aaa" , "oooo" by widening the lips and pouting the lips ; hand exercises like shaking, wiggling the fingers and so on.	Rhythm and Breadth- part1: Play the Djembe with random rhythms; stop cuts by having cues 1,2,3 start and 1,2,3, 4 stop verbally, part 2: blow the paint on sheet using straw.	Closure: relaxing, rumbling and massaging the hands for some time with ohm 3 times. Closing ritual : sing the rhymes "Old Mc Donald"
5	Oct 31st 2018	10:45 to 11:15	Body - Oral motor and attention	Rainbow Bubbles	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communi on: Mouth and hand exercises like "aaa" , "oooo" by widening the lips and pouting the lips ; hand exercises like shaking, wiggling the fingers and so on.	Breadth and sounds - Part1: Blow the water from glass through the straw; add different colors(food colors) to the bubbles. Part 2. Bring the puppets one after the other and add vowel sounds like "a" "e" "i" " o" "u" to the movement of the puppets.	Closure: Relax for sometime by keeping on the desk Closing ritual: Sing "Old Mc Donald had a farm" rhymes.

6	Nov 14th 2018	10:45 to 11:15	Body - Oral motor and attention	Wind	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communication: mouth exercise saying "aaa", "eee" , "aa-ee" and some finger exercises like wiggling the fingers on the desk	Breadth - Tear the tissue or different color paper and blow it by holding them at palm and collecting them and blowing those paper pieces again on the sheet of paper which was applied with glue.	Closure: discussion about the creation and relaxing for sometime by listening meditation music.
7	Nov 21st 2018	10:45 to 11:15	Body - Oral motor and attention	Joy	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communication: Tongue exercises like open the mouth and say "lala" by touching the tongue to the lips and then "tttt", "ddd" "nnnn".	Breadth - Creation: Rub the lollipop on upper and lower lips one after the other and lick it by "la" sound and "aaa" sound respectively and after sometime go in front of mirror and repeat the same.	Closure: Relax for sometime by keeping on the desk Closing ritual: Sing "Old Mc Donald had a farm" rhymes.
8	Nov 23rd 2018	2:15 to 2:45	Body - Oral motor and attention	Make up	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communication: Apply lipstick on upper and lower lips and do the mouth exercises like aaa , ooo, eee.	visual art and breath - Creation: open the mouth with "aaa" sound and print the lipstick mark on the paper, Purge the lips with "ooo" sound and print the lipstick mark on paper, Wide the lip with "eee" sound print the lips stick mark on paper.	Closure: Discussion about the creation made on paper and massaging the mouth.
9	Nov 28th 2018	10:45 to 11:15	Attention (sitting tolerance)	Butterfly	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communication: hand exercises like shaking, clapping and rotating the wrist with the cues start and stop.	Visual art - Creation: paint the left hand palm and right palm with different colors(red and yellow) and print your palms on 2 sides (left side and right side) of the chart paper one after the other.	Closure: discussion about the creation and sing the song about the fingers.

10	Dec 7th 2018	2:15 to 2:45	Attention (sitting tolerance)	Lead and follow	Rituals: Desk arrangement to sit in the room and play the music "Oh mani padme hum"	Communi on: hand exercises like wiggle, rotating the wrist, clapping and little fingers movement on the desk.	Visual art - Creation: Lead and follow - Having crayons and chart paper on desk, one lead with one stroke(scribble, shapes and so on) and other follow all over the chart paper by taking turn between client and facilitator.	Closure : Discussion about the creation made and Singing the song "I like the flower" with hand gestures.
11	Jan 4th 2019	2:15 to 2:45	Attention	Rhythm	Rituals: Desk arrangement to sit in the room and play the music "Oh mani padme hum"	Communi on: hand exercises like shaking, wiggling the fingers and so on.	Rhythm - Creation: Play the Djembe with random rhythms; stop cuts by having cues 1,2,3 start and 1,2,3, 4 stop verbally , lead and follow the pattern by taking turn between client and facilitator.	Closure: relaxing, rumbling and massaging the hands for some time with ohm 3 times. Closing ritual : sing the rhymes "Old Mc Donald"
12	Jan 9th 2019	10:45 to 11:15	Body - Oral motor and attention	Journey	Rituals: Desk arrangement to sit in the room and play the music "Oh mani padme hum"	Communi on: Mouth exercises like "aaa" , "oooo" "eee" by widening the lips, opening the mouth and purging the lips.	Story - Creation: Story Building - Build the story using large animal toys and add inputs to the story as the sounds of animal with it and along with the embodiment.	Closure: singing Old Mc Donald song with embodiment and chanting ohm 3 times.

2. Participant : Chaturika

Session No.	Date	Time	Therapeutic Domain	Metaphor	Communion		Creation	Closure
1	Oct 5th	1:30 to 2:00	Cognitive - Quantification and Attention	Bowling game	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: Body exercises like shaking the hands, upper body twist, kicking the legs.	Game - Creation : Bowling game - Count the total number of pin balls present and hit the pins using the ball, later count the number of pins remaining and the number of pins got hit every time.	Closure: relax for sometime by counting the numbers till 10 Closing ritual: sing the mantra guru Brahma
2	Oct 12th	1:30 to 2:00	Cognitive - Quantification and Attention	Number line	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: Counting the numbers till 20 and reverse order.	Patterns - Creation: Draw the number line on floor using masking tape, write numbers from 1 to 10 and placing the stones on corresponding number.	Closure: relax for sometime by listening meditation music, Closing ritual : Sing Guru Brahma
3	Oct 15th	11:30 to 11:45	Cognitive - Quantification and Attention	What is next..?	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : Hand exercises like shaking, clapping the hands for 10 counts.	Patterns - Creation: Draw the number line using the masking tape and write the even numbers and take inputs for Odd number from client saying "what is next number?" and later place the beads for the corresponding number from 1 to 5.	Closure: relax for sometime by counting numbers from 1 to 10 by keeping hands on the floor, Closing ritual : Sing Guru Brahma

4	Oct 26th	1:30 to 2:00	attention	Rhythm	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communi on: hand exercises like shaking, rolling, clapping and so on with the cues given to start and stop.	Rhythm - Creation: Part 1: Play the Djembe with random rhythms; stop cuts by having cues 1,2,3 start and 1,2,3, 4 stop verbally , lead and follow the pattern by taking turn between client and facilitator. Part 2: Give the definite boundary (Square) and ask the client to paint inside the boundary.	Closure: discussion about the creation made and listen to meditation music, Closing ritual : Sing Guru Brahma
5	Oct 29th	11:30 to 11:45	Cognitive - Quantification and Attention	Simon says	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communi on: Clap hands and Kick legs for 8 times, 4 times, 2 times and 1 time.	Game - Creation: Roll the dice on floor and play "Simon says" game with any action using body parts for so many times from 1 to 10. Example: After rolling the dice if we get number 2, clap 2 times.	Closure: Go in front of mirror and reinforce the count of body parts as 2 hands, 1 nose and so on. Closing ritual : Sing the mantra " Guru Brahma"
6	Nov 5th	11:30 to 11:45	Cognitive - Quantification and Attention	fill in the blank	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communi on: Clap hands and Kick legs for 5 times, 4 times, 3times, 2 times and 1 time.	Pattern - Creation: Write the numbers on the sheet from 1 to 10 and draw an empty box adjacent to each number and paste the corresponding number of beads in the given box.	Closure: relax for sometime by counting numbers from 1 to 10 by keeping hands on the floor, Closing ritual : Sing Guru Brahma

7	Nov 9th	1:30 to 2:00	Cognitive - Quantification and Attention	Walk	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communi on: Warm up exercises for legs like kicking and bouncing and wear the shoes to go for outdoor.	Creation: Take a walk on the street and discuss about the number of things like tree, cars, bikes, building in the street and so on.	Closure: Come back to centre, relax for sometime by counting the numbers till 10 Closing ritual: Sing "Guru Brahma" mantra.
8	Nov 16th	1:30 to 2:00	Cognitive - Quantification and Attention	Structure	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communi on: Clap hands and Kick legs for 5 times, 4 times, 3times, 2 times and 1 time.	Visual art and pattern - Creation: Paint the ice cream sticks with different colors and paste the corresponding number of ice cream sticks on chart paper adjacent to the number written from 1 to 5. Example : adjacent to 1 , paste one ice cream stick by painting it red color; for 2 - paste two blue sticks.	Closure: massage the hands and fingers and relax for some time. Closing ritual: Sing "Guru Brahma" mantra.

9	Nov 23rd	1:30 to 2:00	Cognitive - Quantification and Attention	rabbit	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communi on: finger exercises like wiggling, stretching each finger; apply paint on thumb finger and print randomly on paper.	Visual art and Pattern - Creation: (Write the numbers from 1 to 5 on paper and draw head of the rabbit adjacent to the numbers) Make the body of the rabbit with the thumb impression of the client one after the other for the corresponding number using different colors adjacent to the numbers 1 to 5. Example: adjacent to the number 2, make the thumb impression twice one after the other as a body to the rabbit's head using yellow color.	Closure: sing the song about fingers and relax for some time. Closing ritual: Sing "Guru Brahma" mantra.
10	Dec 3rd	1:30 to 2:00	Cognitive - Quantification and Attention	roll	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communi on: Shaking the hands for 8 times 4 times and 2 times; later taking the dough/clay and making into small pieces.	pattern - Creation: Make the dough into small pieces in different sizes and shapes; later segregate the creation based on shapes and size and count them.	Closure : Put all pieces together and rolling for some time and massage the palms with the dough. Closing ritual: Sing the mantra "Guru Brahma"

11	Dec 7th	1:30 to 2:00	Attention	Rhythm	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communi on: hand exercises like wiggling, rotating the wrist, clapping by having the cue start and stop.	Rhythm - Creation: Hold the djembe and play random rhythms; give the cue to start and stop as 1,2,3 start and 1,2,3,4 stop. Lead and follow by taking turn between client and facilitator. Sing one rhyme along with the rhythm of Djembe.	Closure: Rub the palm fast with the cue to start and stop as 1,2,3, start and 1,2,3,4 stop.
12	Jan 4th	1:30 to 2:00	Cognitive - Quantification and Attention	My flower	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communi on: finger exercises like wiggling, stretching each finger; apply paint on thumb finger and print randomly on paper.	Visual art - Creation: Write the numbers from 1 to 7 on paper and make the flower adjacent to each number by thumb impression as the petals of the flower using different colors for different numbers 1 to 7.	Closure: Sing the song using with embodiment "I like the flower". Closing ritual : Sing mantra "Guru Brahma"

3.Participant: Hemanth

Session No.	Date	Time	Therapeutic Domain	Metaphor	Communion		Creation	Closure
1	Oct 15th	2:30 to 3:00	Attention	blow	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: Hand exercises like clapping and shaking the hands. Mouth exercises like opening with sound aaa, widening the lips with sound eee.	Creation : play the musical instruments like flute, whistles, mouth organ. Later play with the ball like throwing and catching it.	Closure: Listen to music "Bhoom chikka Bhoom" and relax for some time.

2	Oct 22nd	2:30 to 3:00	Body Physical Alertness	-	bounce	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: Bounce and spin the body for 3 times with the cue for start and stop.	Creation: Listen to music and bounce on gym ball for 10 counts with the cue start and stop.	Closure: Relax for some time. Closing ritual: Intertwine the fingers and move side by side.
3	Nov 12th	2:30 to 3:00	Body Physical Alertness and attention	-	Dance and bounce	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: Bounce and spin the body for 3 times with the cue for start and stop.	Creation: Bounce on gym ball for 10 counts with the cue for start and stop, later dance for the song "Bhoom chikka Bhoom" with simple steps like shaking hands, bouncing, spinning the body	Closure: Relax for some time. Closing ritual: Intertwine the fingers and move side by side.
4	Nov 14th	11:15 to 11:45	Body Physical Alertness and attention	-	Rhythm	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: hand exercises like shaking , clapping and rotating the wrist with the cur start and stop.	Creation : Part 1: Play the Djembe with random rhythms; stop cuts by having cues 1,2,3 start and 1,2,3, 4 stop verbally. Part 2: Paint the sheet of paper using brush	Closure: Listen to the meditation music and relax.
5	Nov 21th	11:15 to 11:45	Body Physical Alertness	-	Foot ball	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: body exercise like shaking the hands, kicking the legs and self spinning for 2-3 rounds with the cues start and stop.	Creation: Kick the ball to the net/or the cloth tied in the corner of the room.	Closure: Listen to the music and relax. Closing ritual: Intertwine the fingers and moving side by side.

6	Nov 26th	2:30 to 3:00	attention	Story Building	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: Mouth exercises like "aaa" , "oooo" "eee" by widening the lips, opening the mouth and purging the lips.	Creation: Story Building - Build the story using large animal toys and add inputs to the story as the sounds of animal with it and along with the embodiment.	Closure: singing Old Mc Donald song with embodiment and chanting ohm 3 times.
7	Nov 28th	11:15 to 11:45	attention	Butterfly	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: hand exercises like shaking, clapping and rotating the wrist.	Creation: paint the left hand fingers and right fingers with different colors(red and yellow) and make fingers print on the chart paper.	Closure: Discussion about the creation make and repeat the abstract sounds made my client with clapping.
8	Dec 12th	11:15 to 11:45	Body physical alertness and attention	- On roll	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: Singing rolly - polly song with actions like rolling the hands left, right, up and down	Creation: Dip 2 marbles in different color paints and roll on the tray covered with white paper and sing rolly - polly while rolling the marble.	Closure: discussion about the creation made.
9	Dec 17th	2:30 to 3:00	Body physical alertness and attention	- Embodiment	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: hand and leg exercises like shaking the hands, kicking with legs and bending the body.	Creation: Give the picture cards like tree, pencil, ball, house and so on one after the other and embody it with hands and legs and sounds when required..	Closure: sing the rhymes "Old Mc Donald" and relax for some time.

10	Dec 19th	11:15 to 11:45	attention	Fly	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: mouth exercise saying "a" "I", "o" , "u" by opening the mouth wide, widening and pouting the lips.	Creation: Blow the balloon by taking deep breath and sound "ufff" and release the balloon without tying it and observe the movement of the balloon.	Closure: relaxing for sometime by listening some music and Sing the mantra " Guru Brahma".
11	Jan 6 th	2:30 to 3:00	Body physical alertness and attention	- Rhythm	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: hand exercises like shaking , clapping and rotating the wrist with the cur start and stop.	Creation : Part 1: Play the Djembe with random rhythms; stop cuts by having cues 1,2,3 start and 1,2,3, 4 stop verbally. Part 2: Paint the sheet of paper using brush	Closure: Listen to the meditation music and relax.
12	Jan 9th	11:15 to 11:45	attention	Story building	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: Mouth exercises like "aaa" , "oooo" "eee" by widening the lips, opening the mouth and purging the lips.	Creation: Story Building - Build the story using large animal toys and add inputs to the story as the sounds of animal with it and along with the embodiment.	Closure: singing Old Mc Donald song with embodiment and chanting ohm 3 times.

4. Participant : Krishna

Ses sion No.	Date	Time	Therapeut ic Domain	Meta phor	Communion		Creation	Closure
1	Oct 22nd	1:15 to 1:45	Body - Oral Motor skills and Cognitive - symbol recognition	Blow	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: mouth exercise saying "aaa", "eee", "ooo" by opening the mouth wide, widening and pouting the lips.	Creation: Bring one musical instrument after other like flute, whistle and so on, blow it softly by taking deep breadth and "uff" by taking turn between facilitator and client ; add pitch variations while blowing.	Closure: Discussion about the creation made and relaxing for some time.
2	Oct 26th	10:45 to 11:15	Body - Oral Motor skills and Cognitive - symbol recognition	Match	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: hand exercises like shaking and clapping with the cue start and stop and mouth exercises with the sound "a", "e" and "o".	Creation Part 1: Pattern matching - Place the objects such as balloon, leaf, ball, car toy on one side and picture cards of same objects on other side ; match the objects with the picture cards. Part 2. Tearing the tissue paper/ different color thin paper into small pieces and blow on the glue card.	Closure: Move the body front and back by imitating the client and add abstract sounds to it.
3	Nov 2nd	10:45 to 11:15	Body - Oral Motor skills and Cognitive - symbol recognition	Fly	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: Breathing exercises with sounds "aaaa" , "eeee" , "ooo" by opening the mouth wide, widening and pouting the lips.	Creation Part 1: Blow the balloon, tie it and feeling the texture of it and blow it upwards and make it to fly. part 2. Blow the other 2 balloons in different sizes and ask client to recognize the bigger and smaller balloon.	Closure: Relaxing for some time and chanting the mantra ohm 3 times and Move the body front and back by imitating the client and add abstract sounds to it.

4	Nov 5th	1:15 to 1:45	Cognitive-symbol recognition	Rhythm	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: hand exercises like shaking, rolling, clapping and so on with the cues given with flash card to start and stop.	Creation: Part 1: Play the Djembe with random rhythms; stop cuts by having cues by flash card written Start and stop , lead and follow the pattern by taking turn between client and facilitator. Part 2: Give the definite boundary (Circle) and ask the client to paint inside the boundary.	Closure: discussion about the creation made, massage the hands and listen to meditation music
5	Nov 12th	10:45 to 11:15	Body - Oral Motor skills	Go through the maze	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: Breath exercises with sounds "aaaa" , "eeee" , "ooo" for 5 times each. Blow the paper pieces when cue is given as 1,2,3, start.	Creation: Blow the thermocol balls in the maze (maze made up of thick paper, pipe in shape) which has start and end point; give the cue to start verbally while blowing.	Closure: Imitate the abstract sounds of the client, relax and listen to the music .
6	Nov	10:45 to 11:15	Cognitive - symbol recognition	Race	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: hand exercises like shaking, rolling, clapping and so on with the cues given to start and stop.	Creation: Hang the 5-6 different color scarves in the room and ask client to pick the particular color scarf when cue is given as 1,2,3,start and 1,2,3,stop.	Closure: make the hoop with the scarves and pass between client and facilitator by listening meditation music
7	Nov 23rd	10:45 to 11:15	Body - Oral motor skills	Make up	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: Apply lipstick on upper and lower lips and do the mouth exercises like aaa , ooo, eee.	Creation: open the mouth with "aaa" sound and print the lipstick mark on the paper, Purge the lips with "ooo" sound and print the lipstick mark on paper, Wide the lip with "eee" sound print the lips stick mark on paper.	Closure: Discussion about the creation made on paper and massaging the mouth.

8	Nov 26th	10:45 to 11:15	Body - Oral Motor skills and Cognitive - symbol recognition	Story building	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: Mouth exercises like "aaa" , "oooo" "eee" by widening the lips, opening the mouth and purging the lips. later the consonants "paa" "baa" "maa"	Creation: Story Building - Build the story using large animal toys and add inputs to the story as the sounds of animal with it and along with the embodiment.	Closure: singing Old Mc Donald song with embodiment and chanting ohm 3 times.
9	Dec 3rd	10:45 to 11:15	Cognitive - Symbol Recognition	Play with clay	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: Shake the hands with cue start and stop, later taking the dough/clay and making into small pieces.	Creation: Make the dough into small pieces in different sizes and shapes such as ball, cylinder, triangle, circle and so on.	Closure : Put all dough pieces together and roll for some time and massage the palms with the dough.
10	Dec 10th	10:45 to 11:15	Body - Oral motor	Puppets	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: Mouth exercises by saying vowels like "a,e,I,o,u" and few consonants like "baa" "paa" "maa"	Creation: Get finger puppets one after other and make the sounds of that puppet. And Sing the song for the "Finger Family".	Closure: Relax and listen to the meditation music.
11	Dec 14th	10:45 to 11:15	Cognitive - Symbol Recognition	Round	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion: Hand exercises like wiggling the fingers, shaking the hands, clapping.	Creation : Make the circle by placing cello tape roll on sheet and ask client to color inside the circle; use different color for different colors.	Closure: discussion about the creation and singing the song " I like the flower" with the finger and hand movement.
12	Jan 4th	10:45 to 11:15	Cognitive - Symbol Recognition	Rhythm	Rituals: Desk arrangement to sit in the room and playing the music " Oh	Communion: hand exercises like shaking, rolling, clapping and so on with the cues given with flash card	Creation: Part 1: Play the Djembe with random rhythms; stop cuts by having cues by flash card written	Closure: discussion about the creation made, massage the hands

					mani padme hum"	to start and stop.	Start and stop , lead and follow the pattern by taking turn between client and facilitator. Part 2: Give the definite boundary (Circle) and ask the client to paint inside the boundary.	and listen to meditation music
13	Jan 11th	10:45 to 11:15	Cognitive - Symbol Recognition	Match	Rituals: Desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: Hand exercises like wiggling the fingers, shaking the hands, clapping, tapping the head, thighs and stomach.	Creation: Show matching 2 items in a tray like pen + paper, cup + tray , spoon + plate, pair of socks, crayons + bowl and paint + brush to the client. Later segregate the objects separately on his left and right side later asking him to match it one by one.	Closure: hand and fingers massage and later singing the song with the hand movement "I like the flower"

5. Participant : *Likith*

Session No.	Date	Time	Therapeutic Domain	Metaphor	Communion		Creation	Closure
1	Oct 5th	11:15 to 11:45	Body - Physical Alertness and attention	Football with obstacles	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : body exercise like kicking the legs, jumping and so on.	Creation : Game- Kick the ball between facilitator and client, through the narrow path where the boundary is set with series of traffic cones where the ball has to be kicked through the traffic cones narrow path to reach the facilitator.	Closure : Sitting and relaxing for some time and counting the numbers till 10 by keeping the hands on the floor.
2	Oct 12th	11:15 to 11:45	Body - Physical Alertness and oral motor skills and attention	Blow	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : body exercise like shaking the hands, kicking the legs and mouth exercises like "a, e,o" by widening the lips, opening the mouth and purging the lips.	Creation Part1. Bring different blowing musical instruments one after the other such flute, whistle, mouth organ and blow it my taking deep breadth and making "UFF" sound. Part2: Football Game : Kick the ball towards the client/facilitator and while kicking facilitator will change the position without any intimation.	Closure: Listening to the meditation music and relaxing for sometime
3	Oct 15th	1:45 to 2:15	Body - Physical Alertness and Oral motor skills ; Attention	Football	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : body exercise like shaking the hands, kicking the legs and self spinning for 2-3 rounds.	Creation Part1. Bring different blowing musical instruments one after the other such as flute, whistle and elongated pipe Part2. Game : Kicking the ball and then crawling on the floor to the ball	Closure: Listening to the meditation music and relaxing for sometime

							direction, taking the ball and kicking again from that position.	
4	Nov 2nd	11:15 to 11:45	Body Physical Alertness and Oral motor skills ; Attention -	Rhythm	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : Mouth and hand exercises like "aaa" , "oooo" by widening the lips and pouting the lips ; hand exercises like shaking, wiggling the fingers and so on.	Rhythm - part1: Play the Djembe with random rhythms; stop cuts by having cues 1,2,3 start and 1,2,3, 4 stop verbally, part 2: blow the paint on sheet using straw.	Closure: Discussion about the creation and relaxing for sometime by listening meditation songs.
5	Nov 5th	1:45 to 2:15	Body Physical Alertness and Attention -	Bounce	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : Body exercises like upper body twist, bouncing, bending with the cues to start and stop.	Exercises - Part1. Bouncing on gym ball with the 10 count intervals with cues for start and stop. Part2. Move from one corner of the room to another corner of the room by crawling with gym ball .	Closure: relaxing for some time and massage the legs and hands.
6	Nov 9th	11:15 to 11:45	Body Physical Alertness and Attention -	Basket ball	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : Hand exercises like shaking, rubbing, clapping for 4 times.	Game - Creation: Stand in one corner of the room and throw the small size balls inside the basket which is kept on floor on other side of the room having cues to throw the ball.	Closure: Sit and relax for some time and count the numbers till 10.

7	Nov 12th	1:45 to 2:15	Body - Oral motor skills	Fly	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : Mouth exercises like "aaa" , "oooo" "eee" by widening the lips, opening the mouth and purging the lips. later the consonants "paa" "baa" "maa"	Creation: Tear the tissue or different color paper and blow it by holding them in hand. Later blow the water bubbles by purging the lips.	Closure: Relax for some time, take deep breath and gong ohm 3 times.
8	Nov 16th	11:15 to 11:45	Body Physical Alertness -	play	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : Body exercises like shaking, kicking, body twisting and so on and wearing the shoes for the outdoor activities	Creation : Go to the park and Play the swings, slides , merry go round..	Closure: come back to the room and relax for some time, take deep breath and count the numbers till 10.
9	Nov 23rd	11:15 to 11:45	Body Physical Alertness and attention -	Throw	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : hand exercises like shaking, clapping, moving the hands up and down.	Creation: Throw and catch the ball with the facilitator by having boundary for the client to stand. Whereas Facilitator changes by place by moving across the room and changes the distance while throwing and catching the ball.	Closure: Massaging the hands , stretching and rubbing the palm.
10	Dec 10th	1:45 to 2:15	Body Physical Alertness -	Roll on	Rituals: Desk arrangement to sit in the room and play the music " Oh mani padme hum"	Communion : Singing roly - polly song with actions like rolling the hands left, right, up and down	Creation: Dip 2 marbles in different color paints and roll on the tray covered with white paper and sing roly - polly while rolling the marble.	Closure: discussion about the creation made.

11	Dec 14th	11:15 to 11:45	Body - Oral motor.	Wind	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : Mouth exercises like purging the lips, opening the mouth wide, ee ooo and uu.	Creation: Pick the handful of thermocol; take deep breadth and blow the thermocol balls.	Closure: relax and gong ohm 3 times .
12	Jan 4th.	11:15 to 11:45	Body - Physical Alertness, Oral motor skills; Attention	Rhythm	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion : Mouth and hand exercises like "aaa" , "oooo" by widening the lips and pouting the lips ; hand exercises like shaking, wiggling the fingers and so on.	part1: Play the Djembe with random rhythms; stop cuts by having cues 1,2,3 start and 1,2,3, 4 stop verbally, part 2: blow the paint on sheet using straw.	Closure: Discussion about the creation and relaxing for sometime by listening meditation songs.

6. Participant : Sai Rajeshwari

Session No.	Date	Time	Therapeutic Domain	Metaphor	Communion		Creation	Closure
1	Oct 10th	2:15 to 2:45	Cognitive - symbol recognition	Imitate	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: Stand in front of mirror and discuss about the things like dress, hair style, ear rings, bangles are similar between Client and facilitator	Creation: Give the crayons; lead and follow by drawing the any stroke/shapes on the paper using crayons by taking turns between client and facilitator.	Closure: Discussion about the creation closing ritual: Singing the song "I like the flower"

2	Oct 17th	2:15 to 2:45	Cognitive - symbol recognition	Match	Rituals: desk arrangement to sit in the room and playing the music "Oh mani padme hum"	Communion: Stand in front of mirror and discuss about the things like dress, hair style, ear rings, bangles are similar between Client and facilitator	Creation : Pattern matching - Place the objects such as balloon, leaf, ball, car toy on one side and picture cards of same objects on other side ; match the objects with the picture cards.. 2. Give crayons and draw any shapes like lines , circle and triangle by taking turns between client and facilitator.	Closure: Discussion about the creation closing ritual: Sing the song "I like the flower"
3	Oct 29th	10:45 to 11:15	Cognitive - symbol recognition	Rhythm	Rituals: desk arrangement to sit in the room and playing the music "Oh mani padme hum"	Communion: hand exercises like wiggling, rotating the wrist, clapping by having the cue start and stop.	Creation: Part 1: Play the Djembe with random rhythms; stop cuts by having cues 1,2,3 start and 1,2,3, 4 stop verbally , lead and follow the pattern by taking turn between client and facilitator. Part 2: Give the definite boundary (Square) and ask the client to paint inside the boundary.	Closure: discussion about the creation made and listen to meditation music, closing ritual: Sing the song "I like the flower"

4	Oct 31st	2:15 to 2:45	Cognitive - symbol recognition ; Attention	Pandora box	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum"	Communion: Standing in front of mirror and discussing about the object which is around the client.	Creation: In the bag there will be many objects like ball, spoon, sponge, pen, paper and so on; Touch the texture of the objects and recognize it. Later make association of the recognized objects to objects which is not present in bag. Example : When spoon is recognized, spoon can be associated with plate/food.	Closure: relax and listen to meditation music, closing ritual: Sing the song "I like the flower"
5	Nov 5th	10:45 to 11:15	Cognitive - symbol recognition ; Attention	Make up	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum" and remove the wrist watch and keep it aside	Communion : Stand in front of mirror and discussing about the dress color, bangles, height, hairs.	Creation: Stand in front of mirror, apply facial cosmetics on mirror image of the face; cosmetics like lipstick on lips, kajol for eyes, powder, comb and so on.	Closure: Discussion about the makeup. Closing ritual: Sing the song "I like the flower" and wearing the watch back.
6	Nov 12th	10:45 to 11:15	Attention	Zumba dance	Rituals: desk arrangement to sit in the room and playing the music " Oh mani padme hum" and remove the wrist watch and keep it aside	Communion: hand exercise like rolling the wrist, shaking, clapping and leg exercises like kicking.	Creation: Dance by moving the hands, legs and upper body in front of the mirror for the songs "gummy bear " and "musical chair song" which has freeze moments in intervals of a song.	Closure: Relaxing for some time and listening to the meditation music. Closing ritual: sing the song "I like the flower" and wear the watch back.

7	Nov 21th	2:15 to 2:45	Cognitive - Symbol recognition	Self portrait	Rituals: desk arrangement to sit in the room and playing the music "Oh mani padme hum" and remove the wrist watch and keep it aside	Communion: hand exercise like rolling the wrist, shaking, clapping wiggling the fingers.	Creation: Stand in front of mirror and observe the features, go back to desk and draw the self on the sheet of paper.	Closure: discussion about the creation and massaging the fingers Closing ritual: sing the song "I like the flower" and wear the watch back.
8	Nov 26th	10:45 to 11:15	Cognitive - Symbol cognition; Attention	Story building	Rituals: desk arrangement to sit in the room and playing the music "Oh mani padme hum" and remove the wrist watch and keep it aside	Communion: Vocal exercises like vowel a,e,I,o,u, and consonants like "paa", "baa" "maa"	Creation: Story Building - Build the story by bringing animal toys one after the other and narrate the initial part of the story saying "All the animals walk in the big jungle one after the other" and add inputs to the story as the sounds of animal and take inputs from the clients for rest of the story.	Closure : sing old MC Donald rhyme and relax for some time.
9	Dec 10th	10:45 to 11:15	Cognitive - Symbol cognition; Attention	see picture and act	Rituals: desk arrangement to sit in the room and playing the music "Oh mani padme hum" and remove the wrist watch and keep it aside	Communion: sing the song "rolly polly" with hand movement to left, right , up and down.	Creation : See the picture cards one by one like elephant, umbrella, van, house , cycle and do the embodiment and actions for the same. Example : For Elephant - crawl across the room and make sound.	Closure : Relax for some time and listen to the meditation music . Closing ritual : Singing the song " I like the flower"

10	Dec 19th	10:45 to 11:15	Cognitive Symbol cognition; Attention	-	Puppet	Rituals: desk arrangement to sit in the room and playing the music "Oh mani padme hum"	Communion: Vocal exercises like vowel a,e,I,o,u, and consonants like "paa", "baa" "maa"	Creation: Get finger puppets one after other and make the sounds of that puppet. And Sing the song for the "Finger Family".	Closure: Relax and massage the fingers and wear the watch back.
11	Jan 7 th	10:45 to 11:15	Cognitive Symbol cognition; Attention	-	Rhythm	Rituals: desk arrangement to sit in the room and playing the music "Oh mani padme hum"	Communion: hand exercises like wiggling, rotating the wrist, clapping by having the cue start and stop.	Creation: Part 1: Play the Djembe with random rhythms; stop cuts by having cues 1,2,3 start and 1,2,3, 4 stop verbally , lead and follow the pattern by taking turn between client and facilitator. Part 2: Give the definite boundary (Square) and ask the client to paint inside the boundary.	Closure: discussion about the creation made and listen to meditation music, closing ritual: Sing the song "I like the flower"
12	Jan 9 th	2:15 to 2:45	Cognitive Symbol Recognition	-	Match	Rituals: Desk arrangement to sit in the room and playing the music "Oh mani padme hum"	Communion: Hand exercises like wiggling the fingers, shaking the hands, clapping, tapping the head, thighs and stomach.	Creation: Show matching 2 items in a tray like pen + paper, cup + tray , spoon + plate, pair of socks, crayons + bowl and paint + brush to the client. Later segregate the objects separately on his left and right side later asking him to match it one by one.	Closure: hand and fingers massage and later singing the song with the hand movement "I like the flower"

SECTION 7: Acknowledgements

- I owe my deep gratitude to my client group without whom the journey would not so wonderful and who all taught me so much in whole journey.
- Snehadhara foundation, for providing me the space to explore myself and for helping me with the resources and space do this project.
- I respect and thank Ms. Gitanjali Sarangan and Ms. Sumathi Ramjee our ABT teachers who delivered this course at perfection and provided us proper guidance and encouragement.
- I am thankful to and fortunate enough to get constant encouragement, support and guidance from all Snehadhara Colleagues Buntty Shrestha, Arun Kumar,Prerna, Parvathi , Kruthika Madhok , Alamelu and Uttara.
- I would not forget my batch mates in the ABT course, their stories and experiences kept me motivated and in high spirits.
- Last but not the least; I would like to thank my husband, Sreenivasan K for being my strength, love and support throughout his journey.

SECTION 8: References

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