

My Journey with Blessed Souls through the Path of Creative Arts



Name: Rohini Chidambaran

Roll No: 13

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1.1 ABSTRACT

The ABT research project was done with a heterogeneous group of 6 kids between the age group of 10 years to 14 years, two of them with Autism, one with Down syndrome, one with Cerebral Palsy, one with Microcephaly and one child with Developmental delays. Five of the children are verbal who communicate by way of language, gestures and facial expressions, while one child is nonverbal who communicates only by way of gestures, sounds and facial expressions.

The study was done in 35 sessions over a period of 3 months and each session was of 45 minutes duration. The sessions were done in group setting as well as by following the buddy model where the children were paired with their peers. The sessions focused on achieving two therapeutic domains of the children, Group interaction and social skills and Narrative and expressive capability and the therapeutic goals therein, that were arrived at during pilot project. Rhythm, voice, body and creative games were the main artistic mediums used to help achieve the TG's in the sessions.

The children showed remarkable improvement both as a group as well as individually in expressing themselves using voice and body. Voice and movement is of common interest to all the children in this group. Hence, the sessions were planned using artistic mediums of rhythm, voice and body which helped in meeting their narrative and expressive capability goals. Creative games and visual art was also used as artistic mediums, but not as extensively as the above mentioned artistic mediums. The children communicated confidently in sessions by using language and/or gestures, sounds and facial expressions. These artistic tools also contributed towards achieving their group interaction and social skills as they did the activities in group setting as well in pairs.

The ABT intervention tools of Drumming and EPR (Embodiment- Projection- Role) helped the children express themselves more creatively by using their voice and body.

The drumming tool not only improved their drumming skills, but also worked on their therapeutic goals of impulse control, turn taking, narrative and expressive capability. The children on their own brought in lot of improvisations by way of songs, rhythmic sounds, and rhythmic beats and also showed good impulse control and turn taking skills during the process.

The EPR tool helped the children embody various living and nonliving things more confidently and use their whole body and different body parts without any inhibition and shyness. It also helped in achieving their other therapeutic goals mainly impulse control and turn taking skills and speech and communication skills by way of language and/or gestures, sounds and facial expressions.

Thus ABT intervention helped in achieving group as well as individual TG's of the children by providing them an artistic and creative platform to connect with one another, to learn and express themselves through various artistic tools that were of common interest.

SECTION 2: INTRODUCTION

2.1: THE LARGER PROBLEM

The population for this project consists of heterogeneous group of children with Autism, Down syndrome, Cerebral palsy, Microcephaly and developmental delays. There are 6 children between the age group of 10 years to 14 years. Most of them have been undergoing occupational therapy, physiotherapy, cognitive therapy and speech therapy. Two children from the group are also attending computer classes to attain academic and cognitive goals through ITC (Information and communications Technology).

5 children from the group are verbal. 4 of them communicate mostly by way of words, while one child communicates by way of words as well as simple sentences. One child is nonverbal and he communicates only by way of gestures, sounds and facial expressions. All the 6 children have good receptive language as they understand the instructions given to them. However, their narrative and expressive capability skills are poor. They express themselves and respond when the communication is directed to them on a one on one basis. Further, they all have limited group interaction and social skills. They buddy with their peers, interact with them, share materials and help their peers only when they are asked to by the facilitator. They don't socialize much with their peers or the facilitators on their own.

2.2: LITERATURE REVIEW OF ALL ART BASED THERAPIES

Arts based therapy is an expressive art therapy that employs various arts - movement, drawing, painting, sculpting, music, writing, sound, and improvisation in a supportive setting to facilitate growth and healing (Wallingford, 2009). Art therapy can enhance cognitive abilities, increase self-esteem, promote reality orientation, and foster self-awareness" (Palmera, 2007). It is an effective treatment for the developmentally, medically, educationally, socially, or psychologically impaired; and is practiced in mental health, rehabilitation, medically, education, and forensic institutions. (Bush, 2002). The aims of art therapy are increasing self-esteem and self-awareness, developing coping skills, supporting bereavement and acceptance, achieving insight, structuring behavior, reducing stress, and developing interpersonal skills. (Association, 2014) (Case, 1992) (Malchiodi, 2003) (Schweizer, 2009)

Music can benefit both children and adults with physical, cognitive, social, emotional, developmental, and learning disabilities to attain and develop verbal

and non-verbal communication and language skills, as well as functional social skills. Specifically, children and adults with communication disorders, such as Autism Spectrum Disorder (ASD), aphasia, Down syndrome, and cerebral palsy can achieve improvements through music therapy due to its connection to language and communication. (Jennifer D. , 2014). Both music and speech incorporate patterns of pitch and rhythm. Both music and speech share a steady flow, either of notes or words. Music facilitates the process of neuroplasticity by linking aspects of language to the undamaged right hemisphere of the brain. It enhances communication behaviors such as vocalizations, verbalizations, gestures, vocabulary comprehension, positive peer interactions, and focus of attention and peer collaboration. (Lim, 2010)

Dance/movement therapy (DMT) focuses on the movement of the body as a way to express, communicate, and understand self and other. (Fraenkel, 1983) (Fischman, 2009) (Homann, 2010). The American Dance Therapy Association defines dance therapy as: the psychotherapeutic use of movement as a process which furthers the emotional, cognitive, physical and social integration of the individual". (Loman, 2005).

Music and dance bring out creativity in learners with intellectual disabilities, which contributes to enhanced self-awareness, self-expression and self-esteem (Surujlal, 2013). (Tallapragada, 2007) Found that although children with intellectual disabilities have limited vocabulary, dance and music helped them to develop communication skills, which enabled them to interact better and more confidently. Dance and music serve well as a medium for group activity, as they create a unifying energy and a cohesive framework in which children with intellectual disabilities are able to express themselves (A. Sooful, 2010). Music has been found to improve socialization skills, open the doors of communication and process feelings in children with learning difficulties, mental illness and mental retardation (Pefley, 1990). According to (Associations, 2010), dance/movement and music are forms of expressive and creative interventions that have been found to be effective in improving behavior as well as self-expression.

Dramatic play gives the child a place to develop their knowledge and understanding of the world, organize their thoughts into language and practice social behavior. Dramatic play also promotes the use of expressive language, as children learn to communicate their own desires and also the wishes of the characters or roles they have embodied during play (M.A.Lloyd, 2014). Drama therapy creates an inclusive, appreciative, and playful atmosphere in which all feel welcome and that promotes self-expression (U.Alan, 2011). Not only does theatre help children with autism improve upon their socialization skills, but it also helps them to improve upon their communication and theory of mind, or perspective taking, skills. Being an actor takes a great deal of nonverbal

expression such as gestures and facial cues, as well as empathy and large-group skills (Loper, 2010). In theatre, the intervention is embedded in the fun and creative activity of practicing and performing a theatrical production. These programs help the children to improve their skills by making it necessary that the children identify key social cues in a situation, developing skills in the way that they communicate, move, pretend, and interact socially (B.A Corbett., 2010). Play provides children with the opportunity to problem-solve and think creatively, as well as practice social skills (Trawick-Smith, 2006).

The visual arts which includes drawing, painting, sculpture, craft etc., enhances large and small muscle development, hand eye coordination, cognitive and emotional development in children. It also helps children in developing social skills such as sharing materials, cleaning up and putting materials away, in interacting with others, in developing impulse control etc... Painting as a subset of art therapy is considered as the most critical factor to express child's thoughts, feelings, opinions and internal needs in addition to culturing creativity and aesthetic. It is also effective in reducing mental difficulties (Winnicott, 1971). Clay therapy as a therapeutic tool has been used to improve problem-solving, increase self-esteem and decision making processes, control impulsions and anger in children.

2.3: HYPOTHESIS:

Arts Based Therapy (ABT) can significantly improve language articulation, Vocalization, speech and communication in children with Autism, Down Syndrome, Cerebral Palsy and Global Development delays and can enhance their social skills with respect to turn taking, impulse control, listening to and following instructions, sharing, helping, buddying and interacting with peers.

SECTION 3: METHODS

3.1: ELIGIBILITY CRITERIA FOR PARTICIPANTS

The ABT group is a heterogeneous group of children with different disabilities like Autism, Down syndrome, Cerebral Palsy, Microcephaly and Development delays. The group has 6 kids, the youngest one being 10 years old and the eldest one being 14 years.

The basis for selecting these kids:

- All of them have been coming to Snehadhara Foundation since April 2013.
- They all have good receptive language,
- They communicate mostly by way of words or gestures/sounds and not sentences. They express themselves and respond only when the communication is directed to them on a one on one basis, so their Narrative and Expressive capabilities need to be worked on.
- Their group interaction and social skills with respect to turn taking, buddying and interacting with their peers, sharing and helping their peers need to be worked on.

Demographics of the group:

Age	10 to 14 years
Gender	3 girls and 3 boys
Background	They all come from middle class homes.

3.2: LOGISTICS:

Settings: Spacious room with good ventilation, less furniture and an attached bathroom.

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

Start Date: September 11th, 2017

End Dates: January 15th 2018

Days and time: 3 days in a week i.e. Monday, Wednesday and Friday, 10:15 am till 11:15 am.

3.3: DATA SOURCES AND DATA COLLECTION PROTOCOLS:

The Data collection formats will be used to assess the progression in the following skills:

A) Observation formats (Appendix A)

Appendix A1 and A2 -Observation format, Speech and Communication (Facilitator and Parents)

Appendix A3 and A4 -Observation format, Group interaction/ social skills (Facilitator and Parents)

Data Collection Format	Name Of the Clients	Frequency	Date of Administration
A1, Speech, Language and Communication (For Facilitator)	Ak, Ar, C, K, S and Y	Pre and Post	2 nd Week of Oct and on the 2 nd week of Jan
A2, Speech, Language and Communication (For Parents)	Ak, Ar, C, K, S and Y	Pre and Post	2 nd Week of Oct and on the 2 nd week of Jan
A3, Group interaction and social skills (For Facilitator)	Ak, Ar, C, K, S and Y	Pre and Post	2 nd Week of Oct and on the 2 nd week of Jan
A4, Group interaction and social skills (For Parents)	Ak, Ar, C, K, S and Y	Pre and Post	2 nd Week of Oct and on the 2 nd week of Jan

B) ABT Assessment Tools (Appendix B)

Appendix B1- Embodiment, Projection and Role (EPR)

Appendix B2- Drumming

Comparisons drawing and painting

ABT Assessment Tool	Name Of the Clients	Frequency	Date of Administration
B1, EPR	Ak, Ar, C, K, S and Y	Pre and Post	2 nd Week of Oct and on the 2 nd week of Jan

B2, Drumming	Ak, Ar, C, K, S and Y	Pre and Post	2 nd Week of Oct and on the 2nd week of Jan
B3, Comparisons drawings and paintings	Ak, Ar, C, K, S and Y	Pre and Post	2 nd Week of Oct and on the 2nd week of Jan

C) **Video Recording**

Purpose: Documentation and Action Research.

Camera Used: Cannon camera with Tripod / 1 Plus 3T Mobile Phone

Recording Duration and Frequency: Every 7th Session

Recording Focus:-Individual case and Group

Friend or Professional: By Colleague.

Capturing Sound: In some sessions.

Video Documentation	Ak, Ar, C, K, S and Y	5 sessions	Every 7 th session
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3.4 METHODS USED

The 35 ABT sessions were planned keeping in mind the therapeutic domains of each child as well as the group as a whole. The therapeutic domains of both individual children and group included Group interaction and social skills and Narrative and expressive capability which were arrived at, on the basis of 15 pilot project sessions that was done in August.

The started with a ritual in which the group would say “Good Morning” “How they are feeling” and sing a Break Fast song in a rap form (created by children themselves) to tell the group what breakfast they had in the morning. This was followed by an artistic communion that had voice exercises, voice and movement activities, passing of sounds, actions, objects, warm up exercises and games, songs, short stories etc. The main creation had activities based on artistic mediums like drumming, visual art, voice and body. The closure and ritual was done with recollection of the entire session, stretching of body parts, games, projection using play dough, singing songs, cleanup of the space, relaxing by breathing in and out etc. (**Refer to Appendix D for SRS summary**).

For group interaction skills, the activities were done in group setting as well as by following the buddy model where the children were paired up with their peers for the activity and had to share the materials with them.

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 drumming sessions, EPR based sessions, storytelling sessions, story making sessions and sessions on living and nonliving things/objects wherein they brought lot of improvisations using voice and body.

SECTION 4: RESULTS (OUTCOME)

4.1: RESULTS SUMMARY:

- The Therapeutic Domains identified for the whole group as well as the individual children are Group interaction and Social skills and Narrative and Expressive capability. These therapeutic domains were arrived at, on the basis of 15 pilot sessions which, were conducted in the month of August. In these 15 sessions the children were assessed on all the therapeutic domains and were rated on each domain on the basis of a rating scale.
- Once the therapeutic domains mentioned above were arrived at, the children were assessed on these two domains both by the facilitator as well as the parents at home in the time period of 3 months. The data was collected on the basis of separate observations formats that were filled in by both parents and the facilitator at the beginning and at the end of the 3 months.

- **Observation Formats for Facilitator:**

1. The Observation format on Group interaction and Social skills had impulse control and turn taking skills, peer interaction, behaviour in class, sharing, helping and buddying skills as goals **(Refer to Appendix A3)**.
2. The observation format on Speech and Communication had vocalization of sounds, pitch and volume, understanding and asking simple questions, basic vocabulary and language and communication skills **(Refer to Appendix A1)**.

Bar graphs have been used to indicate the consolidated result of the group arrived on the basis of both these formats **(Refer to Graphs 1 and 2 below)**

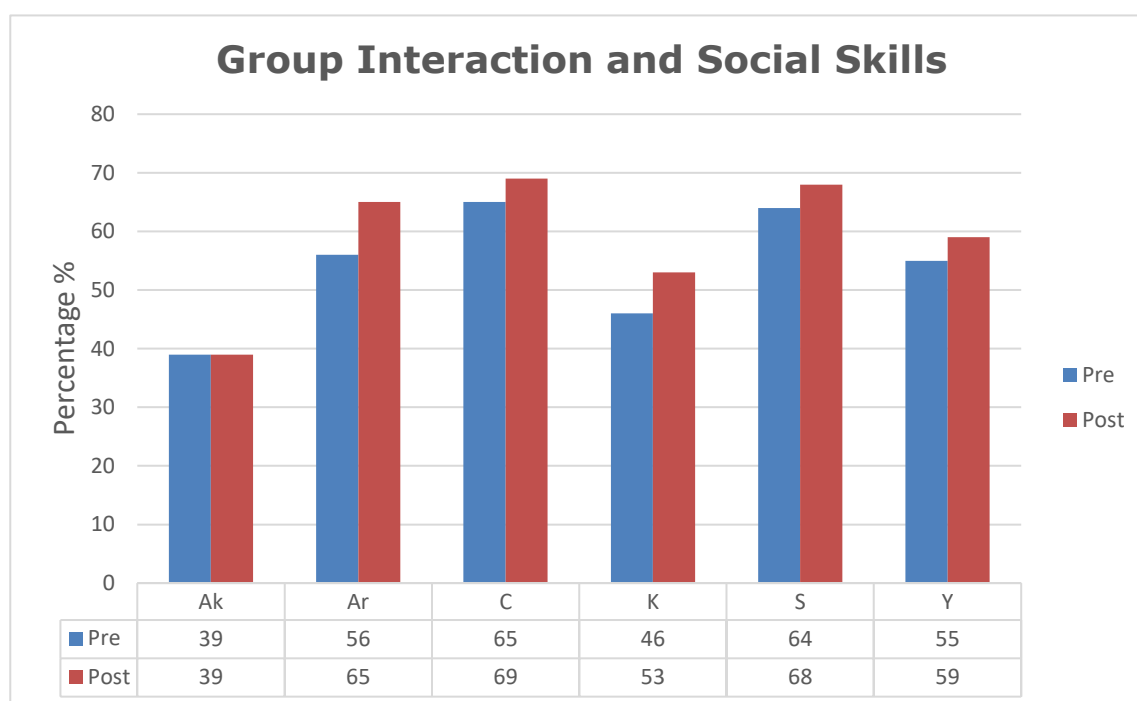
- **Observation Formats for Parents:**

1. The Observation format on Social skills and behaviour at home has Sharing and Helping, Interaction with family members, Impulse control and turn taking skills and behaviour at home as the goals for assessment **(Refer to Appendix A4)**.
2. The observation format on Speech and Communication had understanding and asking simple questions, basic vocabulary and language and communication skills **(Refer to Appendix A2)**.

Bar graphs have been used to indicate the consolidated result of the group arrived on the basis of both these formats. **(Refer to Graphs 3 and 4 below)**

- **ABT tools:** Apart from observation formats, the facilitator also used Drumming and EPR as ABT intervention tools to achieve the therapeutic goals of the children and assess them with respect to these goals **(Refer to Appendix B1 and B2)**. Bar graphs have been used to indicate the consolidated result arrived on the basis of ABT tools of Drumming and EPR. **(Refer to Graphs 5 and 6 below)**

Graph 1: Consolidated Result on Group Interaction and Social Skills (Facilitator)

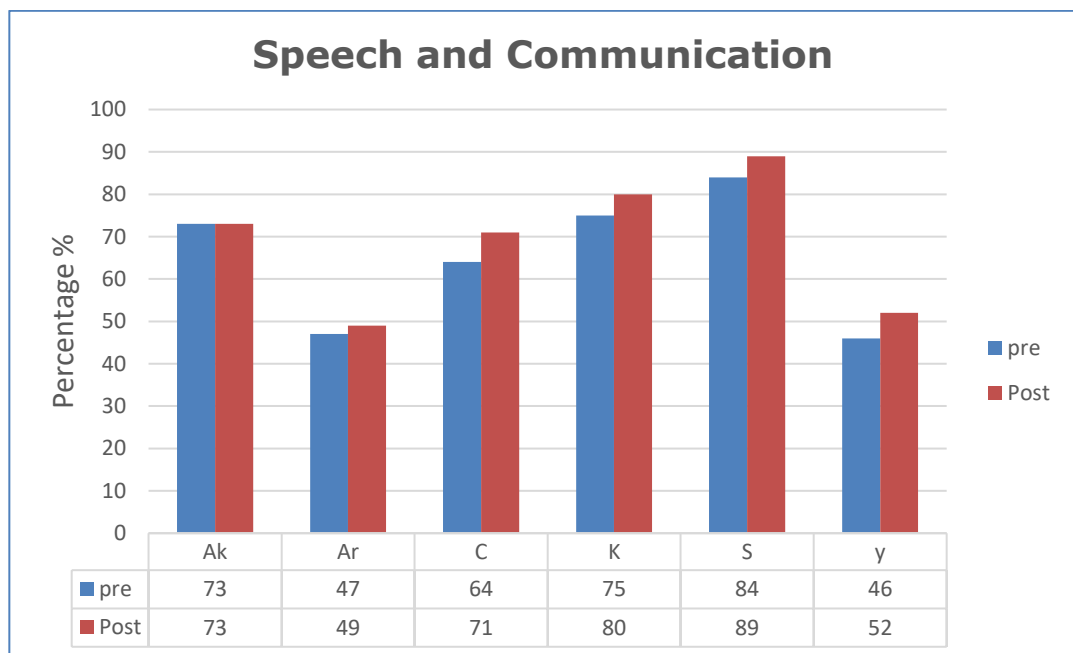


Group Result: The graph indicates an overall improvement of 10% of the group as a whole in Group interaction and Social skills during the time period of three months. 5 out of 6 children have shown improved peer interaction skills, sharing, helping and budding skills. Some started interacting with their peers on their own while some started responding to their peers on their own, some started helping their peers on a daily basis while some showed improvement in sharing materials with them. For few, behaviour with their peers in class improved and they stopped hurting them or snatching things from them.

Individual Result: AR and K showed substantial improvement of 17% and 15% respectively, while C, S and Y showed a marginal improvement of 6% each in

this domain. AK has not shown any change in the overall domain during the course of this project, although, she has changes in few aspects of the domain that has been discussed in detailed results.

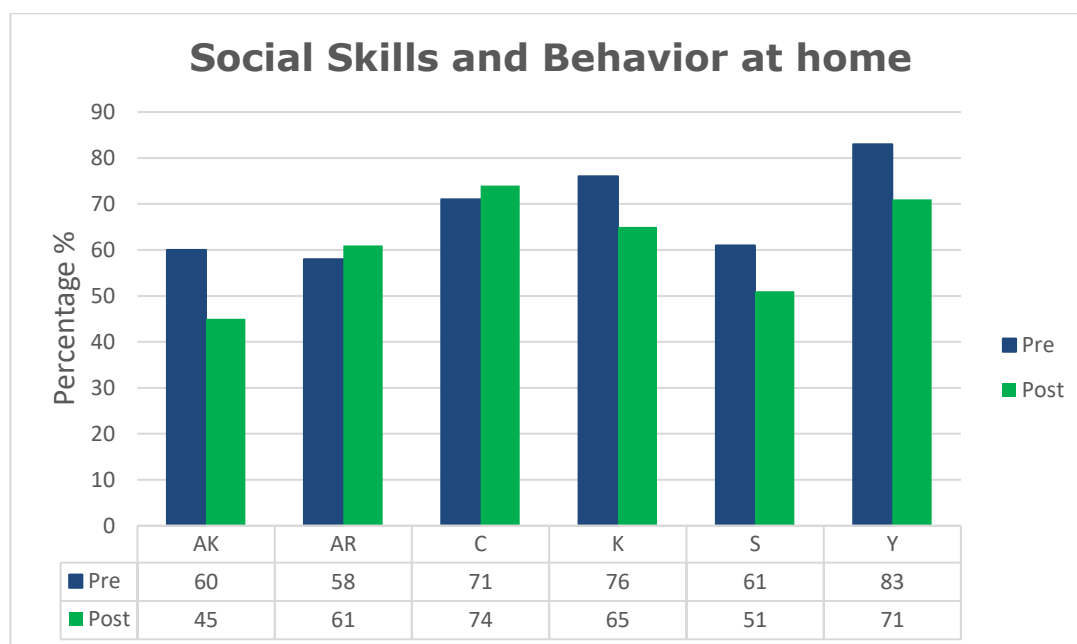
Graph 2: Consolidated Result on Speech and Communication Skills (Receptive and Expressive) (Facilitator)



Group Result: The graph shows a marginal upward shift of 8% of the group as a whole in Speech and Communication skills during the time period of three months. 4 out of 6 children have shown improved basic vocabulary, language and communicating skills during this period. They have become more communicative than before by way of using language and gestures. One child has shown improved receptive and expressive communication skills by way of using gestures, sounds and facial expressions.

Individual Result: AR has shown a marginal improvement of 5%, while K and S have shown an improvement of 7% and 6% respectively. C and Y have shown an improvement of 10% and 13% respectively. AK has not shown any change in the above domain, but has shown consistency through the course of this project.

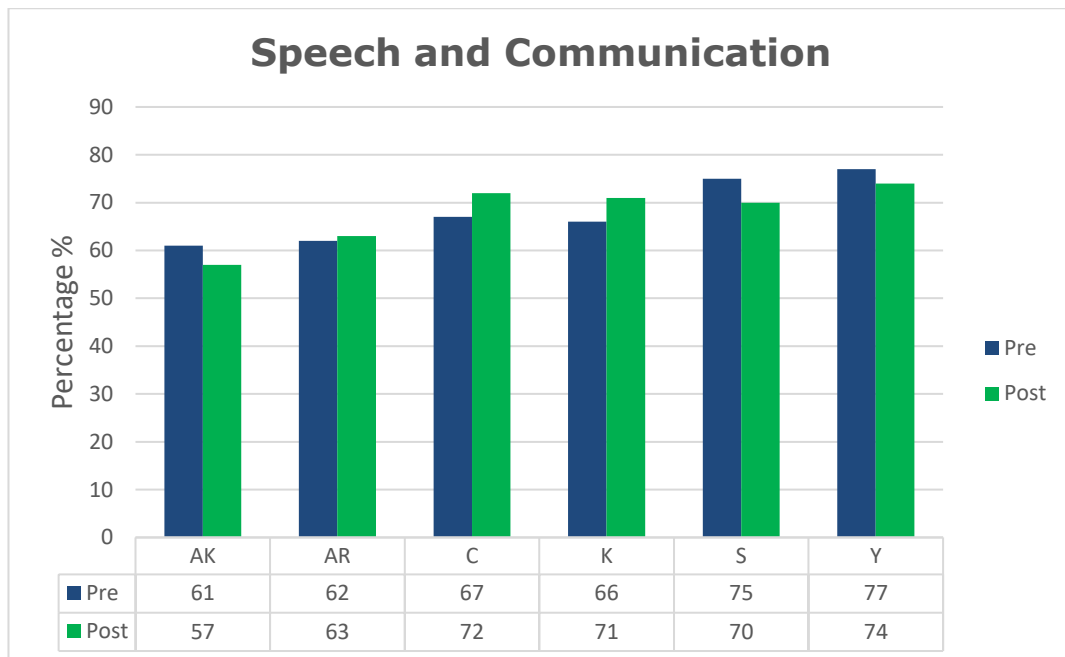
Graph 3: Consolidated Result on Social skills and Behaviour at Home, Parents



Group Result: The graph indicates a dip of 10% of the group as a whole during the time period of three months. 2 out of 6 children have shown improvement their social skills and behaviour at home, while 4 children have shown a decrease.

Individual Result: AR and C have shown marginal improvement of 5% and 4% respectively in Social skills and behaviour at home. K and Y have shown a decline of 14% each, while Ak and S have shown a decline of 25% and 16% respectively.

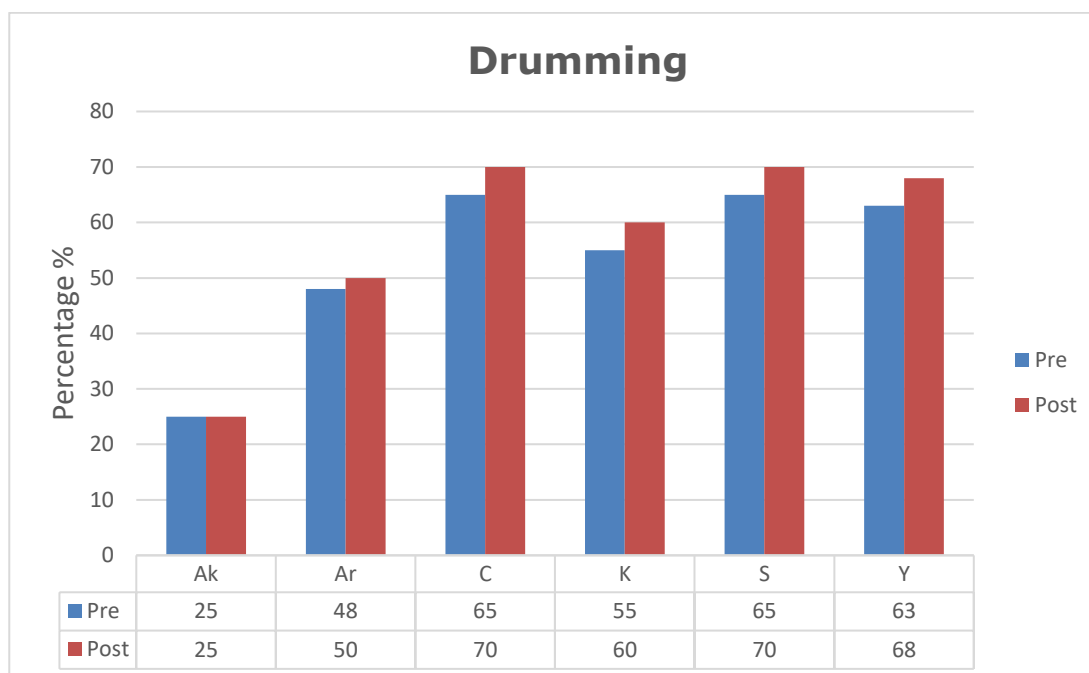
Graph 4: Consolidated Result on Speech and Communication skills (Receptive and expressive), Parents



Group Result: The graph indicates a downward slide of 0.24% of the group as a whole in Speech and Communication (Receptive and Expressive) skills at home during the course of this project. 3 out of 6 children have shown improvement in this domain, while 3 have shown a decline.

Individual Result: AR, C and K have shown an improvement of 2%, 7% and 8% respectively in Speech and Communication skills at home, while AK and S have shown a decline of 7% each. Y has shown a decline of 4% in this domain.

Graph 5: Consolidated Result on Drumming



Group Result: Drumming was used as an ABT intervention tool mainly to achieve therapeutic goals of the children namely impulse control, turn taking skills, narrative and expressive capability. The graph shows an upward shift of 7% indicating an improvement in the drumming skills of the group as a whole.

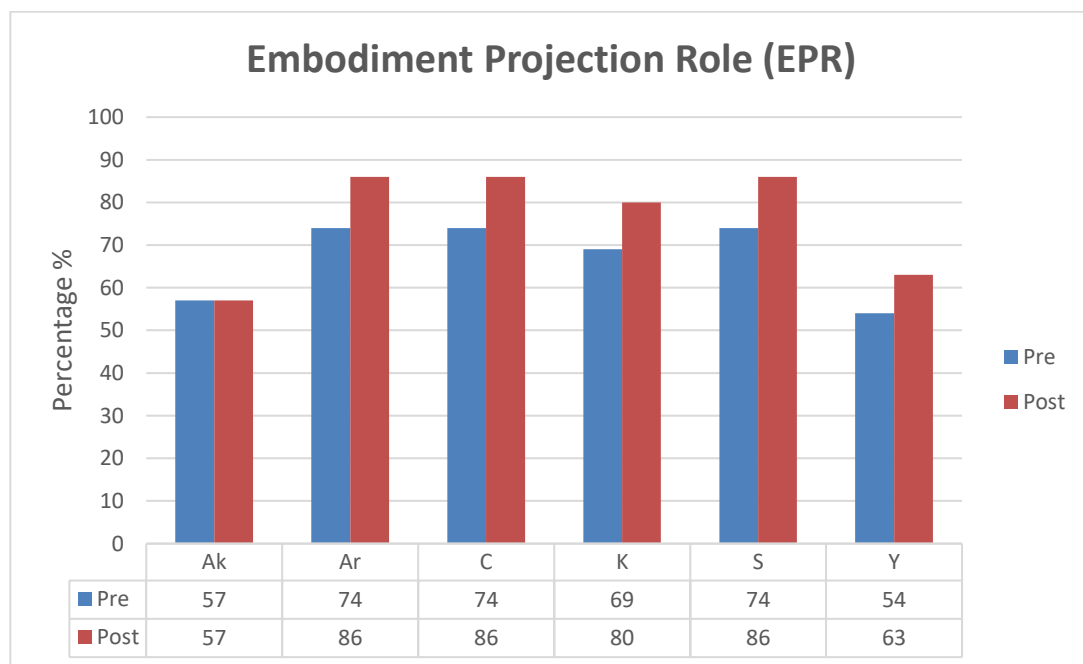
Impulse control and Turn taking: Out of 6 children, C, Y and AR engaged themselves mainly in drumming. C and Y showed good impulse control and turn taking skills in most of the sessions, while AR did not show good impulse control and turn taking skills in most of the sessions, but could conserve and embody pulse, change the volume, tempo and do rumbling really well. K and S engaged themselves in drumming as well as in singing songs on their own and showed good impulse control and turn taking skills in both. AK participated only in very few drumming sessions where she did very less drumming and mostly sang songs on her own, sometimes alone and sometimes with the group. The facilitator therefore, could assess her impulse control and turn taking skills only in singing and found them to be good.

Narrative and Expressive Capability: The group brought in lot of improvisations by way of singing songs on their own; by creating various rhythmic sounds, beats and medley; by showing body movements while playing the drum; by showing different beats for their peers to respond and by leading the entire group with stop cut command. Most of them could conserve pulse, could change the tempo and volume and do rumbling with lot of energy. The

group also showed significant improvement in sculpting between the pre and post drumming sessions, where some children repeatedly sang few lines of a song and the other group beat the drum exactly at the end of those lines.

Thus drumming as an ABT intervention tool not only improved the drumming skills of the children, but also proved to be an effective tool in achieving some important goals of the domains during the course of three months.

Graph 6: Consolidated Result on Embodiment- Projection- Role (EPR)



Group Results: Out of EPR, only Embodiment and Projection was used as an ABT intervention tool for this group to achieve the therapeutic goals of children, mainly impulse control, turn taking skills and narrative and expressive capability. The graph shows rise of 16% of the group as a whole, indicating an improvement in the above goals during the period of three months.

5 out of all 6 children namely AR, C, K, S and Y actively participated in the Embodiment and Projection sessions and each have shown a significant rise of 16% each, indicating an improvement in the above goals by way of embodiment and projection. However, no observable changes could be noticed in AK as her participation was very less in the activities.

Embodiment: In embodiment, the children expressed themselves creatively and confidently by showing various movements using their whole body and their

different body parts. They embodied different living and non-living things by using body, sounds and facial expressions.

Projection: In projection, they created objects that were part of the story and even objects out of their own imagination using play dough and expressed about them by way of language and/or gestures, sounds and facial expressions.

Thus the EPR tool not only helped in achieving the Narrative and Expressive capability domain but also worked on their Impulse control and Turn taking skills since the activities were conducted in group setting.

4.2 RESULTS DETAILED

1. Child 1: AK

DOB: 27/3/2005

Family Background: Ak, a 12 year old comes under the Autism Spectrum Disorder. She is an only child who lives with her parents and grandparents. Her father works in the IT industry and her mother is a home maker.

Academic and Rehab info:

Strengths: Ak is a verbal and active child. She loves to sing, suggest songs and constantly keeps humming some song. Her cognitive skills with respect to identifying and locating objects, identifying shapes, colors, numbers, fruits, solving puzzles, reading is good. She loves to touch plants and play with dry leaves. She loves to touch plants and play with dry leaves.

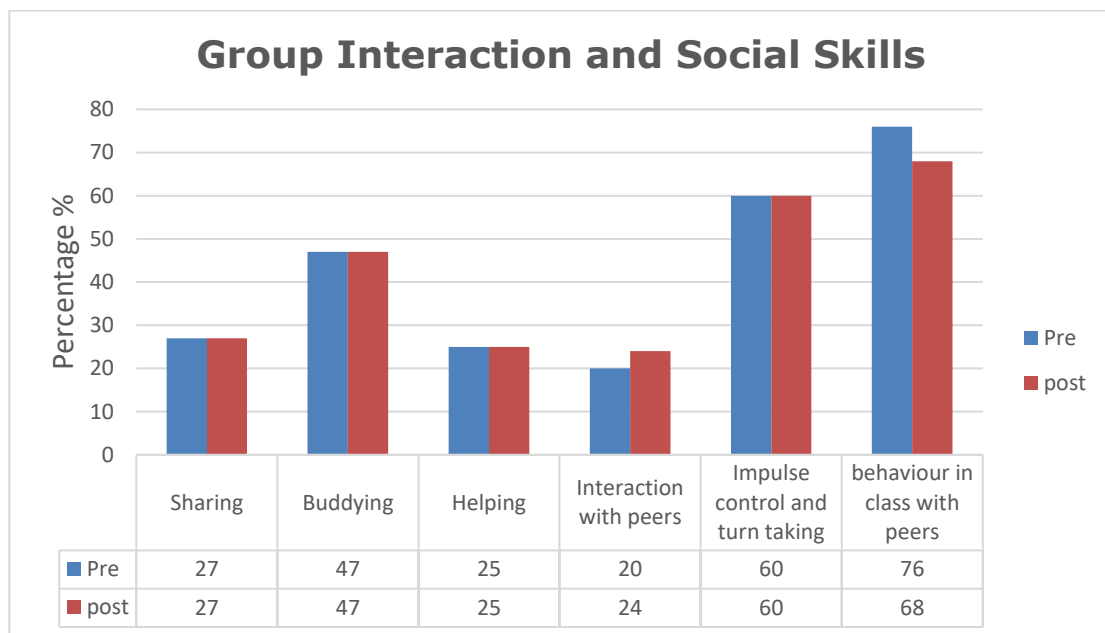
Weakness: Ak does not like to sit in the group. She always sits alone irrespective of whether the activity is of her interest or not. Even if she joins the group, she does the activity alone. She won't buddy with anyone, won't wait for her turn or facilitators instructions and won't share the materials with other kids etc. She does not interact with the facilitator except when she needs something. She responds only in words most of the time and not sentences. She does not interact with her peers, not even when they come to interact with her.

Medical background: She has a history of convulsions and is on Anti-convulsion medications.

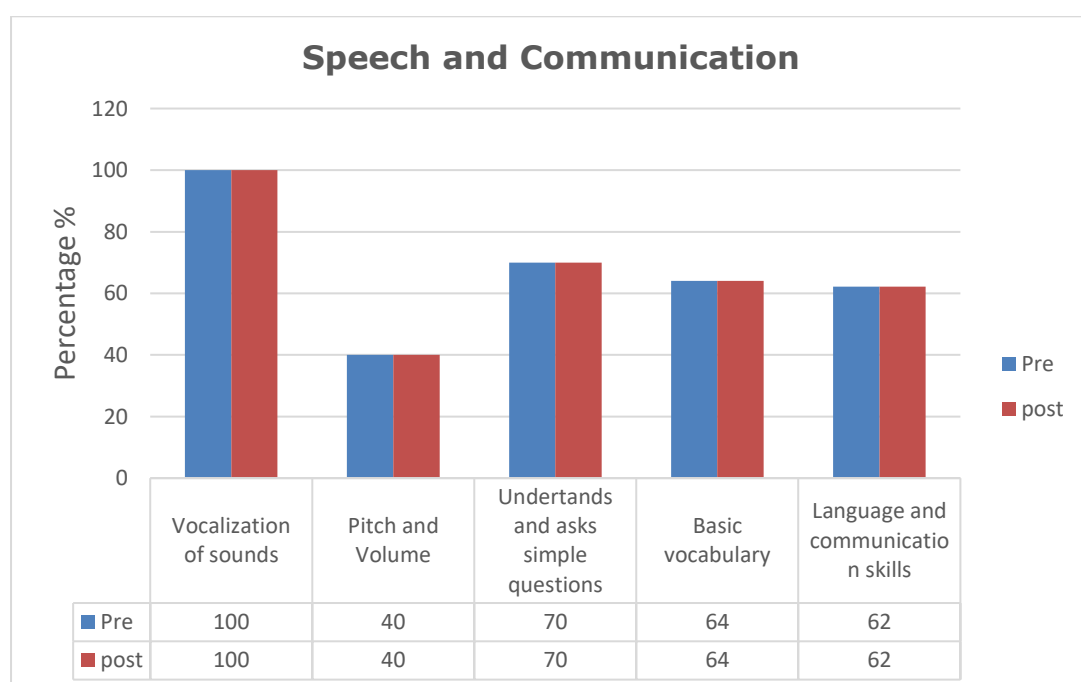
Creation: Ak's main area of need and therapeutic goals are:

- Narrative capability and expressive capability with focus on verbalizing by way of using simple sentences, descriptive speech and communicate and express herself, her likes and her dislikes by way of language or gestures.
- Group interaction with focus on becoming a part of the group, sharing, impulse control and turn taking skills, buddying and interacting with her peers with the need to improve her social skills.

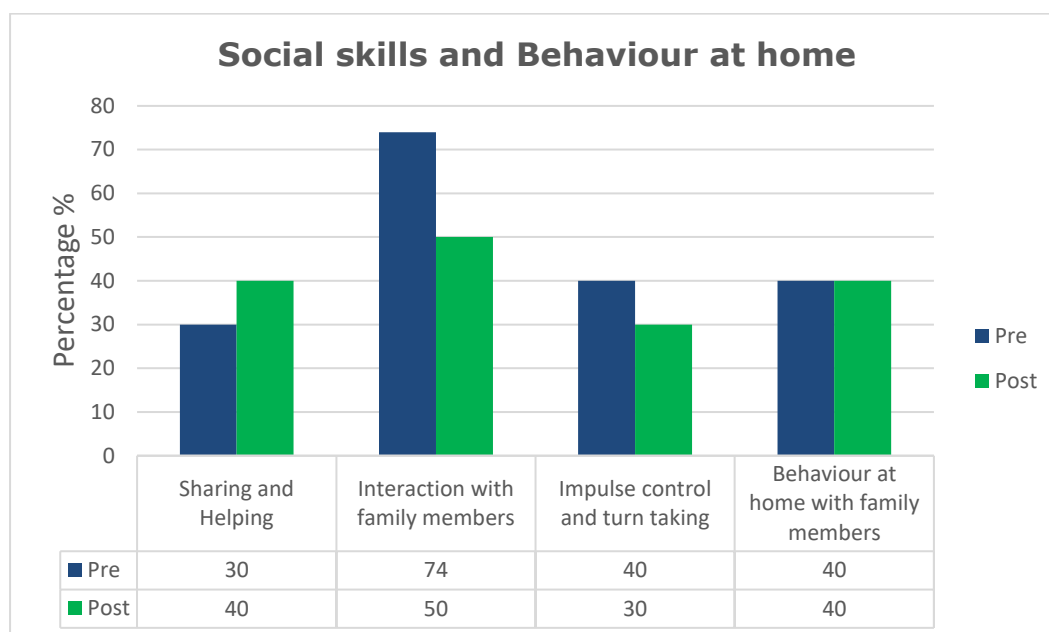
Graph 1: Results on Group Interaction and Social Skills Based on Pre and Post Observation Formats of Facilitator



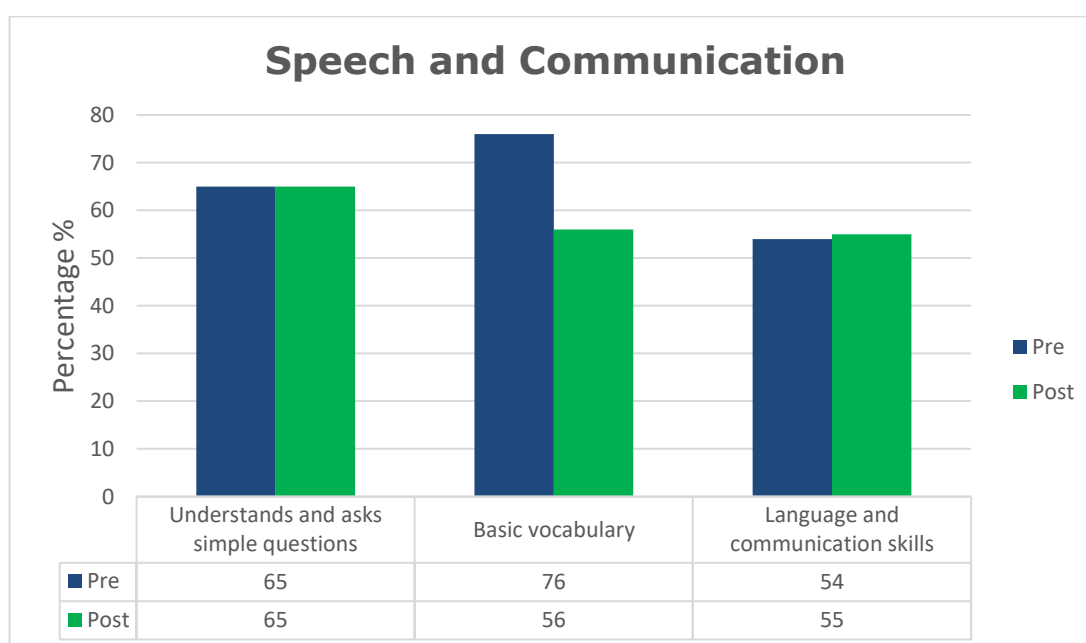
Graph 2: Results on Speech and Communication Based on the Pre and Post Observation Formats of Facilitator



Graph3: Results on Social Skills and Behavior at Home Based on Pre and Post Observation Formats of Parents



Graph 4: Results on Speech and Communication Based on the Pre and Post Observation Formats of Parents



Group Interaction and Social skills:

Interaction with peers/ Family Members: **Graph 1** shows a rise of 20% in AK's peer interactions skills. Earlier when AK's peers would interact with her, she would get up and walk away from them. However, from past few weeks Ak has gradually started to respond to them once in a while by making eye contact with them and sometimes times by smiling at them.

Graph 3 indicates a downward slide of almost 32% with respect to her interaction with her family members at home.

Sharing, Budding and Helping Skills: **Graph 1** shows no change in Ak's sharing, budding and helping skills with respect to her peers in class. Through the course of this project AK continued to sit sway from her peers and refused to buddy with them or share materials with them.

Graph 3 however, indicates a substantial rise of 33% which is with respect to AK's helping skills at home. With respect to sharing ideas at home, AK never shares ideas in class or at home.

Impulse Control and Turn Taking Skills: **Graph 1** shows no change in her impulse control and turn taking skills in class. Through the course of this project AK showed good impulse control and turn taking skills only in some activities, while in some activities she did not. There are no observable shifts seen in her during these 3 months in these skills.

Graph 3 however, indicates a downward slide of 25% in her impulse control and turn taking skills at home.

Behavior in Class/ Home: **Graph 1** shows a downward slide of about 11% in Ak's behavior in class with her peers. AK still is unclear about her boundary space and the personal space of her peers. During past some weeks, she got upset more often and she hit/ kicked/head banged some of her peers. The facilitator is still unclear about the reason for this change in her behavior, but assumes that it probably might be because of her growing age.

Graph 3 indicates no change in her behavior at home with her family members.

Speech and Communication skills (Receptive and Expressive):

Vocalization of Sounds: **Graph 2** does not indicate any change in AK's skills on vocalization of sounds as they continue to be consistent through the course of the project. AK still is good at making sounds of all the vowels, consonants and combination of both, like before. She is also good in making sounds of her own.

Pitch and Volume Variations: AK does not imitate pitch or volume variations, hence, **Graph 2** does not indicate any change. However, on her own AK sings songs in different pitch, different volume and sometimes even different speed.

Understanding instructions and questions and Responding to them: AK's skills in understanding instructions given to her and questions asked to her by the facilitator continue to be steady through the course of this project as she still continues to respond to only some of them. Hence, **Graph 2** indicates no change.

Graph 4 also indicates no change in her ability to understand instructions, questions at home and to respond to them.

Basic Vocabulary: AK's basic vocabulary skills have been consistent throughout this period and hence **Graph 2** does not indicate any change.

Graph 4 however, indicates a downward slide of 26% in AK's basic vocabulary skills at home.

Language and Communication: **Graph 2** shows no change in AK's language and communication skills in class. Her language and communication skills have been consistent throughout these three months. Even now AK communicates by way of language or gestures or sounds in class only when she wants something from the facilitator, when she does not want to join the activity, wants to request for a song or when the facilitator asks her some question.

Graph 4 however, indicates a slight improvement of 2% in her language and communication skills at home.

Expressive Capability: Although Ak has not shown any change in speech and communication domain, she has shown improvement in her expressive capability skills in class. AK has expressed herself well on her own by singing and suggesting songs in voice and drumming sessions, by suggesting creative names for the characters of the story in storytelling session and by singing songs in body and movement sessions.

Comparison of Drawings/Paintings

October



January



In the first finger painting session conducted in October, Ak dipped her fingers in paint and dabbed the paint on the sheet just one time on the sheet. She did not show much interest in the activity and had to be prompted by the facilitator. However, in the second session that was done in January, she dipped her fingers in paint on her own, poured some of it on the sheet and spread it over a large area of the sheet and repeated it few times. She expressed herself better the second time by doing the activity on her own and kept singing some song while painting. Further, AK showed good impulse control skills by carefully spreading the paint only inside the sheet.

2) Child 2: AR

DOB: 19/5/2004

Family Background: AR is 13 years old. He suffers from Microcephaly. He lives with his father, mother and younger brother.

Academic and Rehab background:

Strengths: AR is a nonverbal child who expresses himself through sounds, hand gestures and facial expressions. He is a happy and energetic child. He loves listening to songs, loves to dance and actively participates using movement, body warm up, exercise and stretching session. He is a helpful child who loves to help his peers and facilitators in class. He understands most of the instructions given to him by the facilitator and follows them most of the time. He loves to play games.

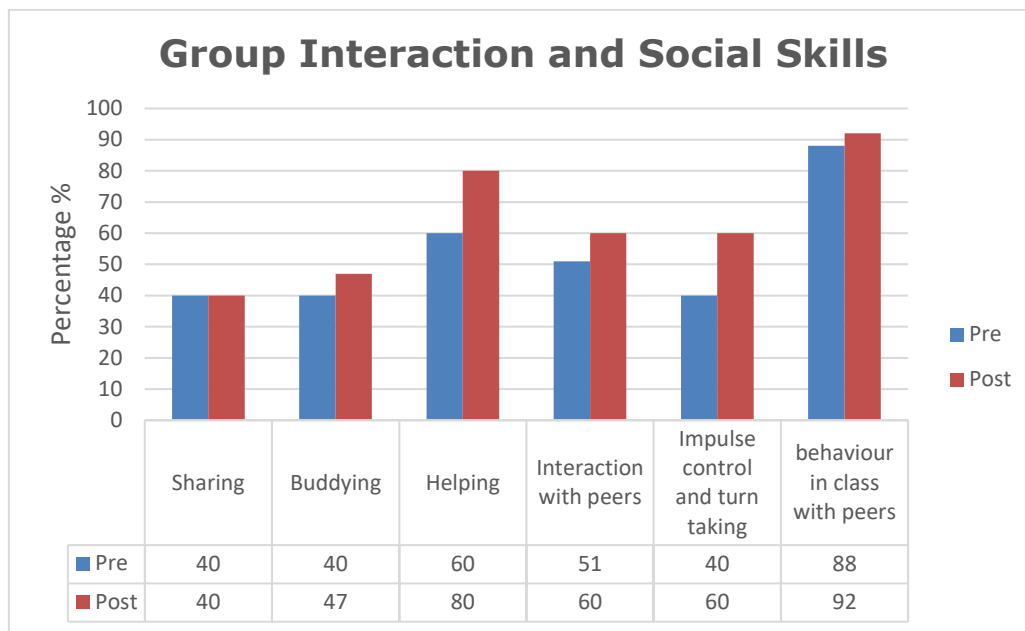
Weakness: AR actively participates only in singing and movement sessions and not in visual art work or cognitive activity, drumming, story sessions etc. Sometimes he will just refuse to take part. Although nonverbal, he is capable of expressing himself even better by way of hand gestures with more attention. His impulse control is poor.

Medical background: He takes medication for epilepsy. He has constipation problem. He swallows his food quickly instead of biting. He is not toilet trained so wets himself at times. . He needs to wear a bib all the time since he drools.

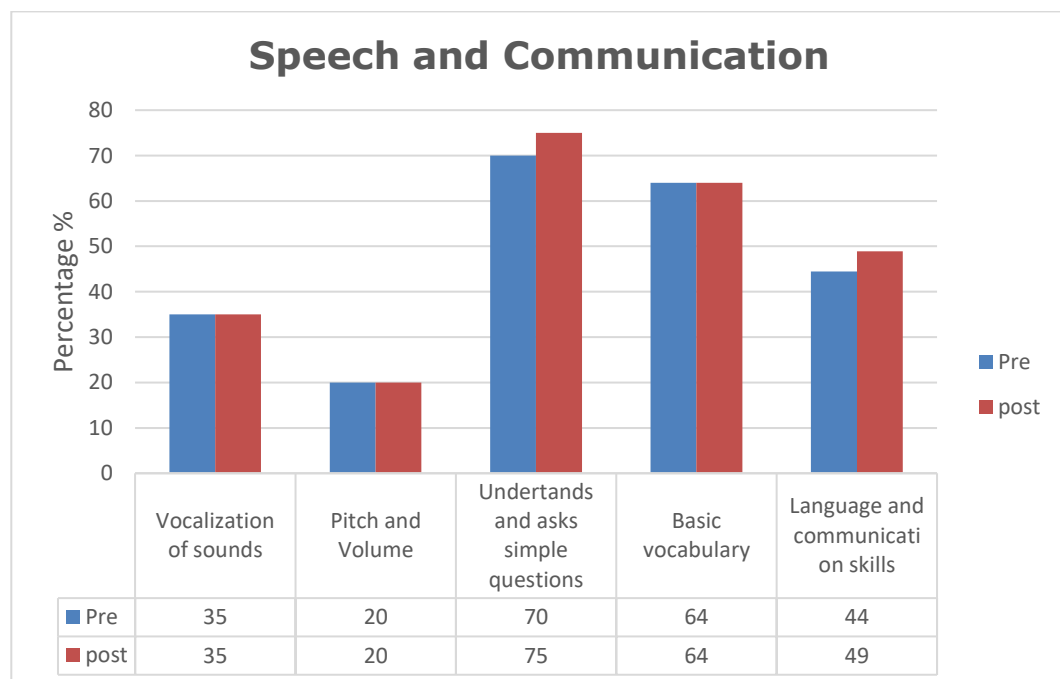
Creation: AR main area of need and therapeutic goals are

- Communicate and express himself more confidently by way of gestures, facial expressions, and sounds since he is a nonverbal child
- Group interaction with main focus on becoming a part of the group, sharing, impulse control, buddying and interacting with his peers by way of gestures and expressions with the need to improve his social skills. He can learn a lot by buddying with his peers, by imitating them, by imitating the facilitator and is capable of bringing lot of improvisations during the sessions.

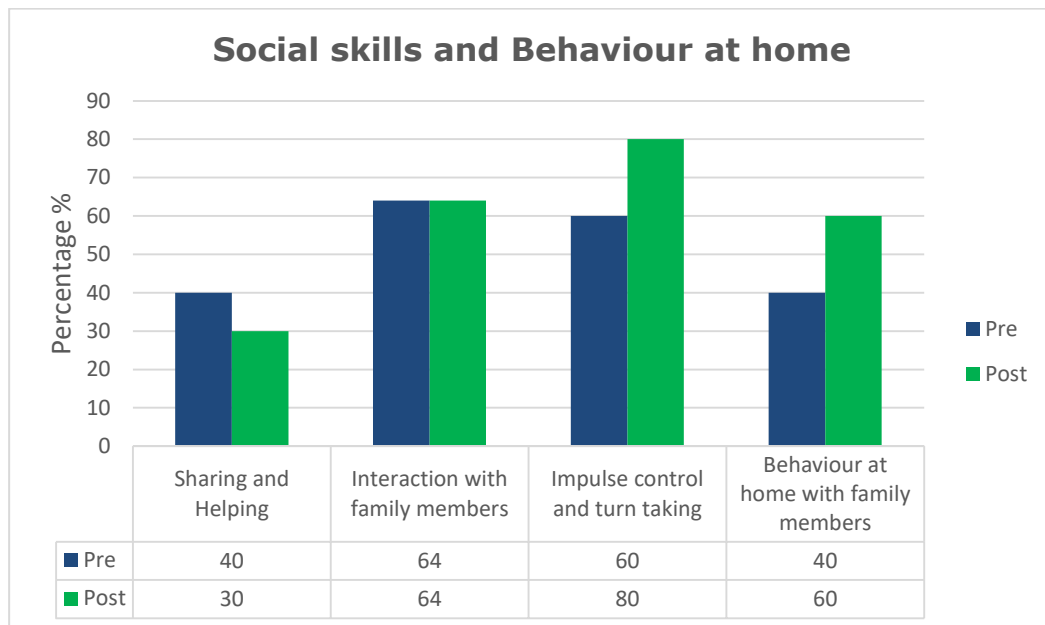
Graph 1: Results on Group Interaction and Social Skills based on Pre and Post Observation Formats of Facilitator



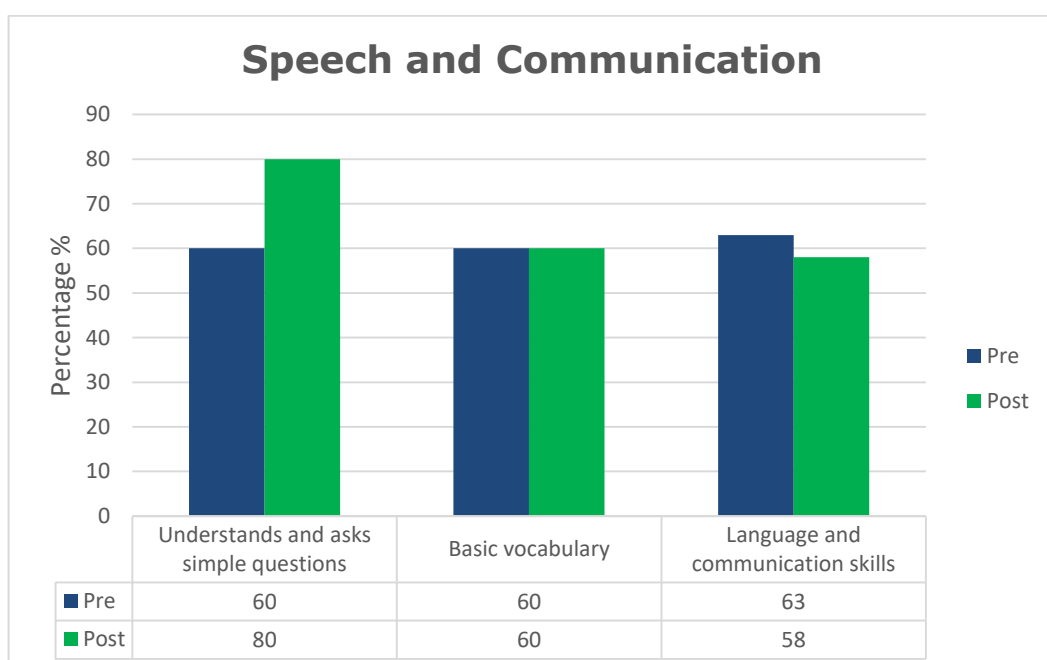
Graph 2: Results on Speech and Communication based on the Pre and Post Observation Formats of Facilitator



Graph3: Results on Social Skills and Behavior at home based on Pre and Post Observation Formats of parents



Graph 4: Results on Speech and Communication based on the Pre and Post Observation Formats of parents



Group Interaction and Social skills:

Interaction with peers/family members: **Graph 1** indicates an upward shift of 18% in AR's peer interaction skills. Since, past two months AR has started to greet his peers on his own, some of whom he has never interacted with before in class and has started to initiate conversations with them by using gestures and sounds. When his peers interact with him, he responds to them by way of gestures and sounds.

Graph 3 does not indicate any change in his interaction at home with his family members.

Sharing, Budding and Helping skills: **Graph 1** shows an improvement of 17.5% and 33% in AR in his budding and helping skills in class respectively. AR shows good budding skills whenever he is paired with any of his peers in sessions. He does not bother them and respects their personal space. AR helps his peers and the facilitator on a daily basis by distributing the lunch bags of his peers, by clearing up the space and arranging the materials in class. **Graph 1** does not indicate any change in AR's sharing skills. Even now AR continues to share materials in the same manner with his peers during activities.

Graph 3 however, indicates a decline of 25% with respect to AR's helping skills at home. With respect to sharing of ideas, AR never shares ideas in class or at home.

Impulse Control and Turn Taking skills: **Graph 1** indicates a substantial improvement of 50% on AR's impulse control and turn taking skills in class. Earlier AR would suddenly get up and would start move around the space during any activity or would start interacting with the facilitator and not wait for his turn. However, AR showed a gradual change during the course of three months. He has become more mindful during activities, follows the instructions of the facilitator, controls his impulse and waits for his turn in most of the activities, except in drumming sessions where he continues to play the drum anytime he wants to and does not follow the start and stop command.

Graph 3 also indicates an increase of 33% in his impulse control and turn taking skills at home.

Behavior in class and home: **Graph 1** shows an upward slide of 4.5% in his behavior with his peers in class. AR has started to respect the personal space of his peers. He maintains distance from them. Very rarely he sits close to them or touches while interacting with them, but when the facilitator prompts him to maintain distance, he follows the prompts and moves back.

Graph 3 also shows a significant improvement of 50% in his behavior at home with his family members.

Speech and Communication Skills(Receptive and Expressive):

Vocalization of Sounds: AR verbalizes only by way of gestures, sounds and facial expressions. He makes various sounds of his own. However, in making sounds of letters of alphabets, sounds of vowels, consonants or combination of both, he has not shown any improvement during the course of this project. Hence, **Graph 2** therefore, indicates no change.

Pitch and Volume Variations: Similarly **Graph 2** does not indicate any change in Pitch and Volume variations as he has not shown any improvement in imitating the pitch and volume variations shown by the facilitator or his peers in class.

Understanding Instructions, Questions and Responding to them: AR understands almost all the instructions given to him, the questions asked to him by the facilitator or his peers in class and he has slowly started to respond to them with very minimal prompts, sometimes even without prompts. Hence, **Graph 2** shows an upward shift of 7% in his ability to understand instructions and questions asked to him and to respond to them.

Graph 4 also indicates a significant improvement of 33% with respect AR's ability to understand instructions and questions at home and to respond to them.

Basic Vocabulary: AR responded only by way of gestures and sounds and not by way of words or simple sentences throughout the period of three months. He did not show any observable changes. Hence, **Graph 2** does not indicate any change in AR's basic vocabulary skills

Graph 4 also does not indicate any change in AR's basic vocabulary skills at home.

Language and Communication skills: **Graph 2** shows an upward shift of 11% in AR's language and communication skills. AR responded creatively using gestures, facial expressions and sounds in activities where most of his peers responded by way of language. In sessions where the children had to respond to stories narrated to them, create stories out of their imagination with objects, recall the stories, speak about living and nonliving objects/pictures, their functional usage, speak about family members, home, room in a home and their functional usage etc., AR communicated by way of gestures, sounds and facial expressions with very minimal help.

Graph 4 however, shows downward shift of 8% in his language and communication skills at home.

Expressive capability: Apart from speech and communication, AR expressed himself creatively and brought improvisations in voice, drumming, storytelling and story making sessions.

In drumming sessions he expressed himself creatively by rumbling on the drum, by standing in the center of the drum circle and waving, clapping his hands and by showing body movements while his peers were drumming. When the facilitator asked him to show the stop cut command for the group, he intelligently started to beat the drum and then stopped and again beat the drum and again stopped and the group followed him.

In voice sessions he came up with different sounds when the group had to pass various sounds in the circle. In body and movement sessions, he embodied things living and nonliving and showed body movements by using his body and various different body parts.

In Body mapping session where the children had to express pain and/or happiness in part/parts of their body by sticking green and red colored papers on part/parts of a body image drawn on a white sheet, AR did not stick the papers, but expressed which part of his body had pain by nodding his head and pointing his fingers on some parts of his body.

In story telling sessions he responded to the facilitators questions by using gestures and sounds.

Comparison of Drawings/Paintings

October



January



In the finger painting session that was done in the month of October, AR was reluctant to dip his fingers in the paint. However, after several prompts, he dipped his fingers and some part of his palm and dabbed the green and red paint very few times. However, in the second picture which was done in January, AR dipped his fingers on his own and dabbed the paint several times on the sheet and also spread some of it on the sheet. He did the same using both the colors. He did with very less prompts. He expressed himself more in the activity that was conducted in January than in October. Further, AR showed good impulse control skills by carefully dabbing the paint only on the inside the sheet. Both the times, he buddied with his peer and even shared the paint during the activity.

3) Child 3: C

DOB: 26/10/2004

Family background: C is 13 years old. She has Cerebral Palsy. She lives with her parents and with her elder sister who also has cerebral palsy.

Academic and Rahab background:

Strengths: C is a verbal, energetic, sociable child who always smiles and laughs. She has good cognitive skills. She loves to sing and dance. She can identify objects, colors, alphabets, and numbers. However, she can't read words. 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.

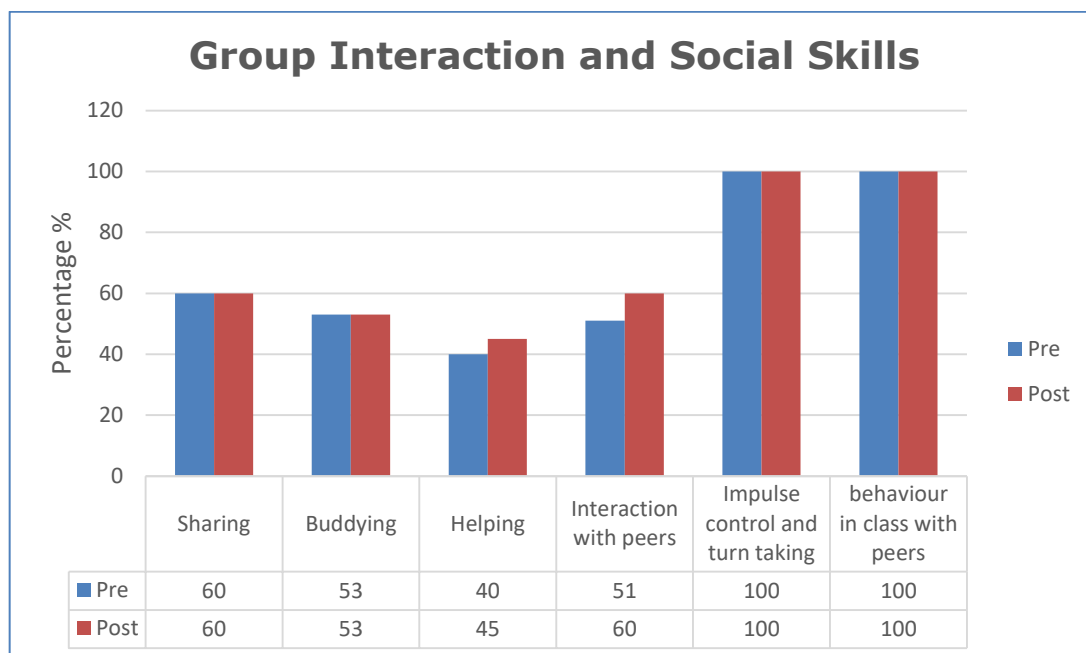
Weakness: C interacts with her peers and facilitators, but only if they initiate a conversation with her. She rarely takes initiative in talking to others. She uses only words to converse and not sentences while verbalizing. However, if the facilitator asks her to repeat a particular sentence, she repeats it although there is not much clarity in Her vocalization and language articulation skills poor as there is not much clarity in her speech.

Medical background: C 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.

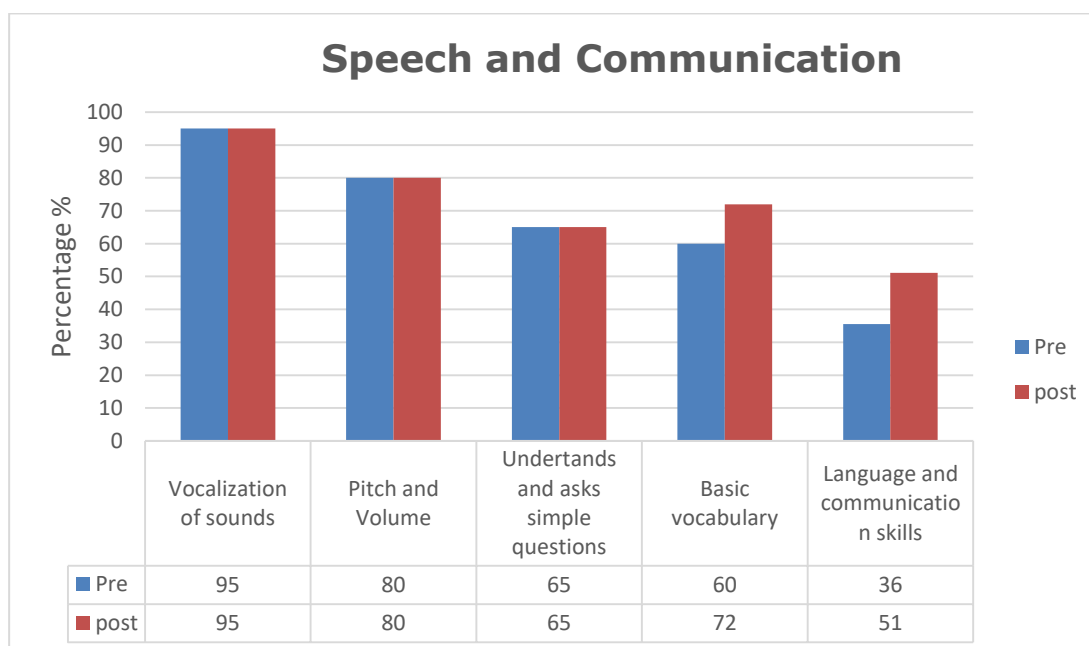
Creation: Main areas of focus for C are:

- Narrative capability and expressive capability with main focus on language articulation, verbalize using simple sentences and not just words and use descriptive speech by way of simple sentences and express herself confidently by way of language or gestures.
- Group interaction with main focus on impulse control and turn taking skills, buddying and interacting with her peers on her own with the need to improve her social skills.

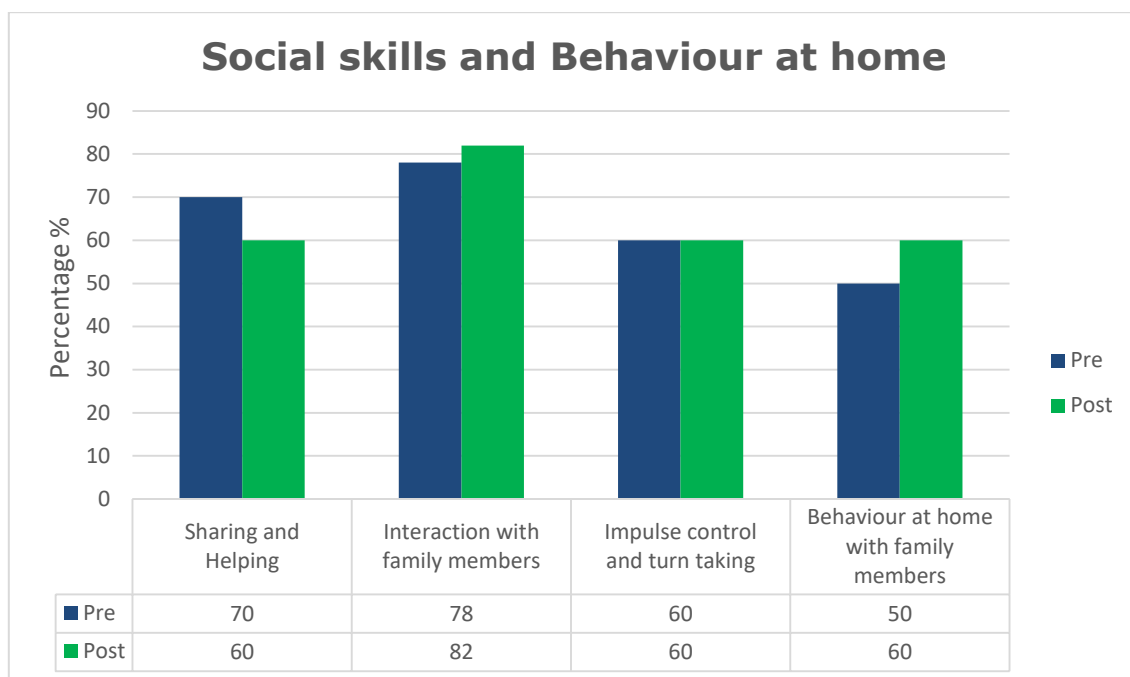
Graph 1: Results on Group Interaction and Social Skills Based on Pre and Post Observation Formats of Facilitator



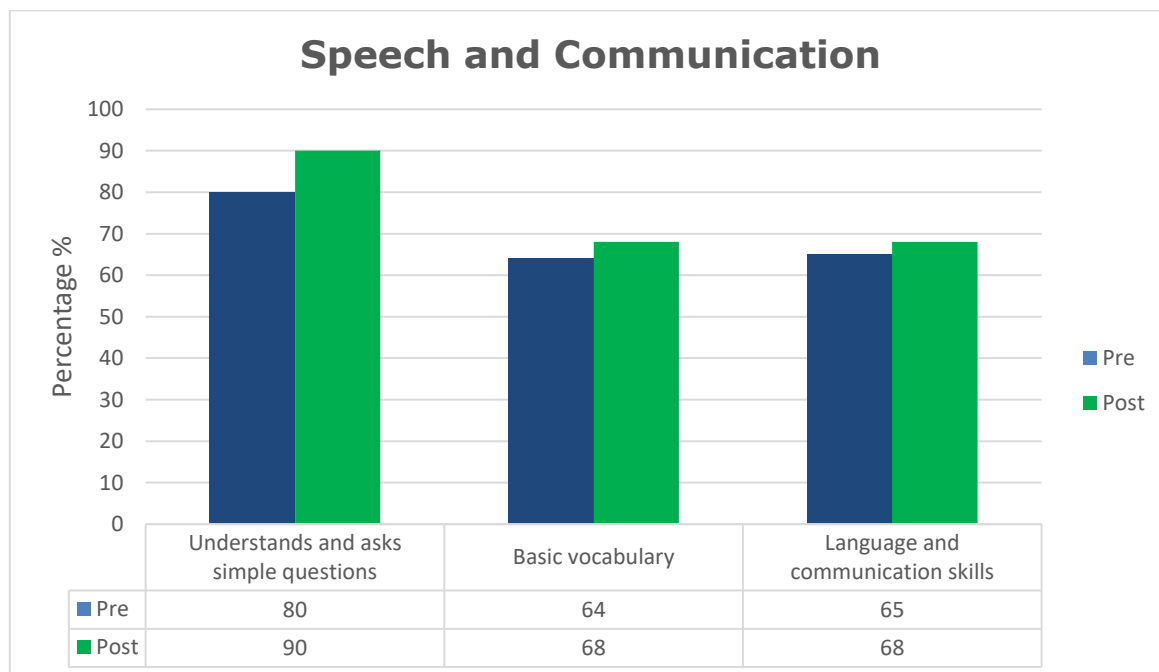
Graph 2: Results on Speech and Communication based on the Pre and Post Observation Formats of Facilitator



Graph3: Results on Social Skills and Behavior at home based on Pre and Post Observation Formats of parents



Graph 4: Results on Speech and Communication based on the Pre and Post Observation Formats of parents



Group Interaction and Social skills:

Interaction with peers/family members: **Graph 1** indicates an upward shift of 18% in C's peer interaction skills. Since, past two months C has started to greet her friends every morning. Earlier she used to greet her friends or respond to them only upon prompts. However, now she does without prompts. C does not initiate conversations with her peers on her own, but when they interact with her, she responds to them using words or gestures or facial expressions.

Graph 3 indicates an improvement of 5 % in C's interaction at home with her family members.

Sharing, Budding and Helping skills: C's budding and sharing skills in class continues to be steady through the course of this project. C buddies with her peers during activity, shares materials with them and respects their personal space by not disturbing or bothering them in the same manner as before. Hence, **Graph 1** shows no change in her budding and sharing skills in class. Graph 1 indicates an improvement of 12.5% in C in helping her peers and facilitator in class, sometimes with prompts and sometimes on her own.

Graph 3 however, indicates a downward shift of 14% with respect to C's helping skills at home. As far as sharing of ideas is concerned, C does not share them in class as well as at home.

Impulse Control and Turn Taking skills: **Graph 1** indicates no change in C's impulse control and turn taking skills in class. C continues to show good impulse control and turn taking skills in all the activities in the same manner as she used to show before.

Graph 3 also indicates no change her impulse control and turn taking skills at home.

Behavior in class and home: C's behavior with her peers in class continues to remain steady throughout these three months. C respects the personal space of her peers, maintains distance from them, does not touch them unnecessarily and does not bother or disturb them during activities. Hence, **Graph 1** shows no change in C's behavior with her peers in class.

Graph 3 however, shows a significant improvement of 20% in her behavior at home with her family members.

Speech and Communication Skills(Receptive and Expressive):

Vocalization of Sounds: C's skills in vocalization of sounds have been consistent throughout this period and hence **Graph 2** does not indicate any change. C can make sounds of all the vowels, consonants and combination of both. She is also good in making sounds of her own.

Pitch and Volume Variations: C's ability to make pitch and volume variations shown by the facilitator has been steady throughout the 3 months. Hence, **Graph 2** does not indicate any change in the same.

Understanding Instructions, Questions and Responding to them: C's ability in understanding instructions given to her, questions asked to her by the facilitator and her response to them continues to be steady through the course of this project. She understands all the instructions given to her, the questions asked to her and responds to them with minimal prompts. There are no observable shifts in her with respect to these skills. Hence, **Graph 2** indicates no change.

Graph 4 indicates an upward shift 12.5% with respect C's ability to understand instructions and questions at home and to respond to them.

Basic Vocabulary: **Graph 2** indicates a significant improvement of 20% in C's basic vocabulary skills. During these three months, C started to respond well using words in sessions where the group had to respond to stories narrated to them, create stories out of their imagination with objects, recall the stories, keep name for the characters of the story, speak about living and nonliving objects/pictures, their functional usage, about family, home, various rooms in a home and their functional usage etc. She described objects, their shape, their color etc. by way of words. In the earlier sessions she used to respond only upon prompts or would just repeat the words used by others. However, now she confidently responds by using words with very minimal prompts.

Graph 4 also indicates an improvement of 6% in C's usage of basic vocabulary at home.

Language and Communication skills: **Graph 2** shows an upward shift of 41% in C's language and communication skills. C has started to communicate more in class by using words, gestures and facial expressions. She also uses simple sentences although very rarely. C now communicates more confidently by conveying her likes, her dislikes, her feelings, her basic needs, responds to the questions asked by the facilitator by using words and/or gestures and also imitates some of the sentences told by the facilitator.

Graph 4 shows an upward shift of around 5% in her language and communication skills at home.

Expressive capability: C has expressed herself very well in voice, drumming, storytelling and story making sessions where she brought in improvisations and energy in the session.

In drumming sessions she expressed herself very well by suggesting songs to the facilitator, leading the session few times by saying stop cut command, by showing rhythmic beats to the group etc.

In voice sessions she came up with different sounds when the group had to pass various sounds in the circle.

In body and movement sessions, she brought in lot of improvisation by embodying different things living and nonliving and showing body movements using different parts of her body which the group imitated.

In Body mapping session where the children had to express pain and/or happiness in part/parts of their body by sticking green and red colored papers on part/parts of a body image drawn on a white sheet, she stuck pieces of green color paper in some parts of her body and pointed her finger on those body parts in response to the facilitators questions.

In story telling session, she gave names to the characters, recalled some parts of the story, answered questions related to the story, creatively made few things out of play dough and even expressed what she made and her response in all these activities was by way of words and gestures.

In story making session, she helped the group create story on objects by adding scenes to the story out of her own imagination.

Comparison of Drawings/Paintings

October



January



In the finger painting activity that was conducted in the month of October and January, C showed lot of interest and expressed herself very well by using her fingers and her palm for dabbing and spreading the paint on the white sheet. In the first painting she dabbed as well as spread the paint using both her fingers and palm, while in the second painting, she mostly spread the paint using her fingers and palm and she kept spreading the paint on the same area of the sheet. She worked independently both the time and also asked for the colour that she needed to paint. C also showed good impulse control skills in both the activity as she carefully painted only on inside of the white sheet and not outside.

4) Child 4: K

DOB: 2006 born.

Family background: K is 11 years old. He comes under the Autism Spectrum Disorder mantle. He lives with his father, software professional, mother, who volunteers at a Special Needs Centre and is the only child.

Academic and Rehab background:

Strengths: K 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 takes part in warm up and other movement activities. He pays attention during the session, although he may not respond to the questions asked by the facilitator.

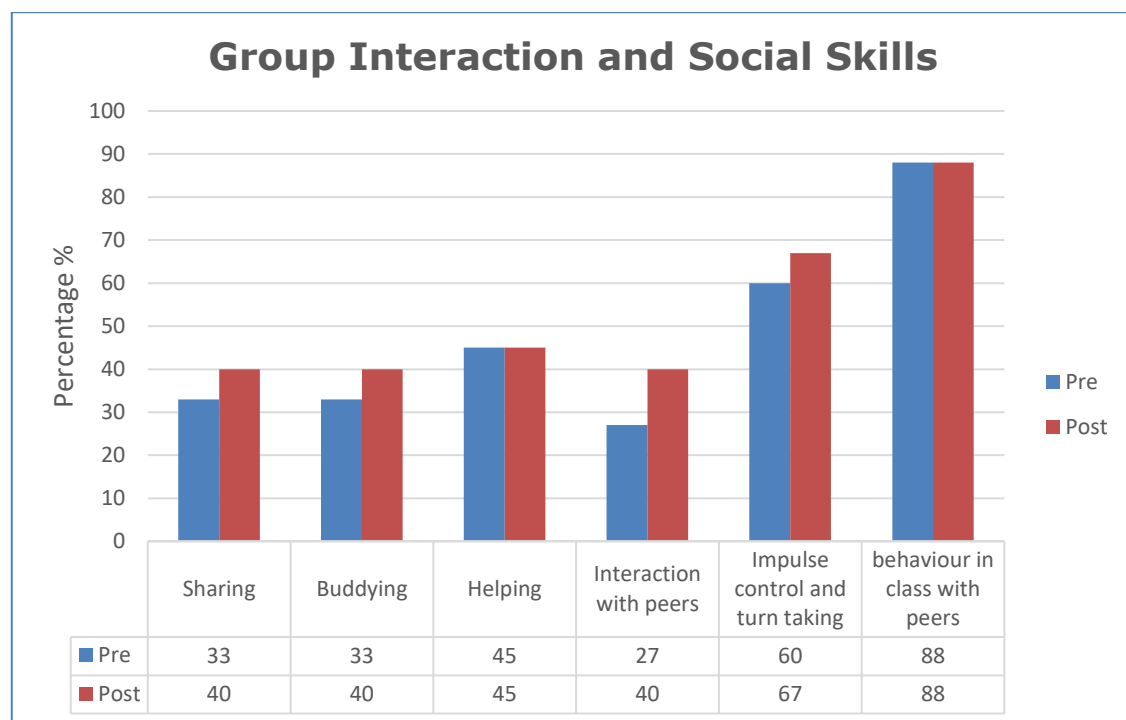
Weakness: K interacts with his peers and facilitators only when they interact with him. He responds and answers questions only if they are directed to him. He verbalizes in words when he needs something. He does not buddy with any kid on his own. He usually sits alone, but joins the circle or the activity when asked by the facilitator to join.

Medical background: Homeopathic medicines structured around Cease Methodology.

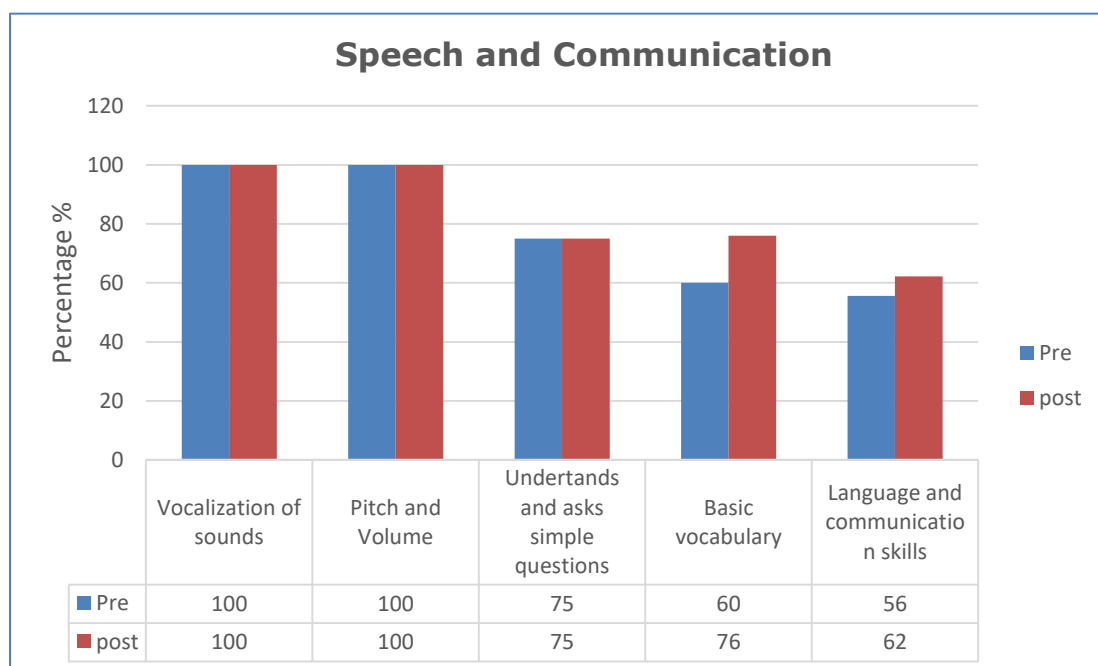
Creation: Main areas of focus for K are,

- Narrative capability and expressive capability, with main focus on language articulation, verbalize using sentences along with words and using descriptive speech. Express himself more confidently in all the sessions since, he is a verbal child and has good receptive language skills.
- Group interaction with main focus on impulse control and turn taking skills, buddying and interacting with his peers on his own which, will help his peers as well as will improve his social skills.

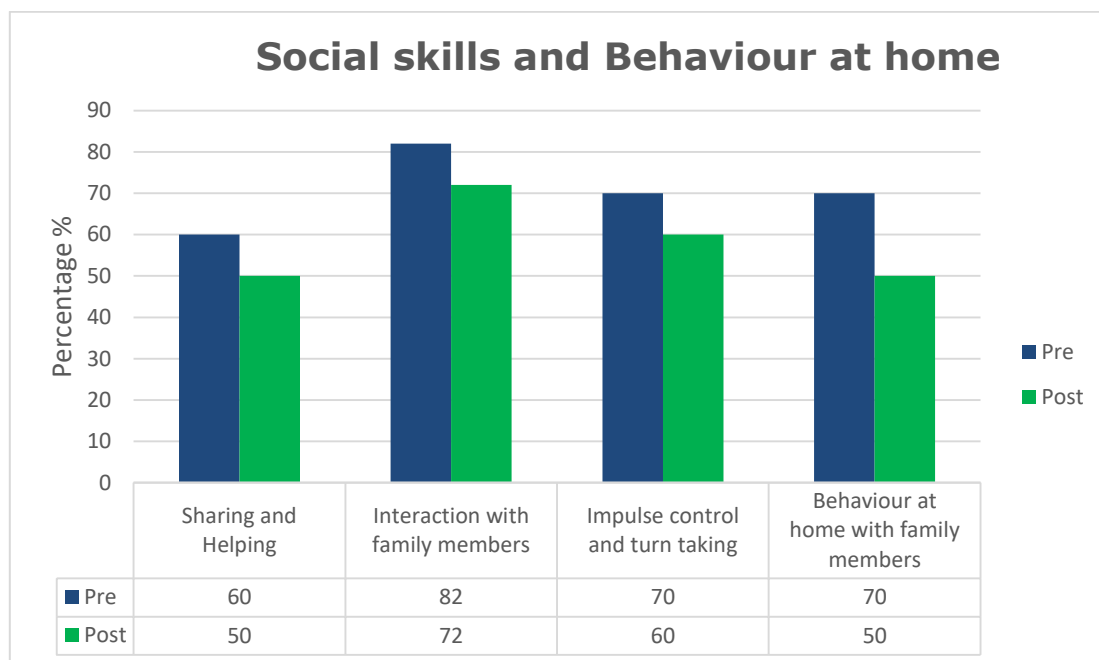
Graph 1: Results on Group Interaction and Social Skills Based on Pre and Post Observation Formats of Facilitator



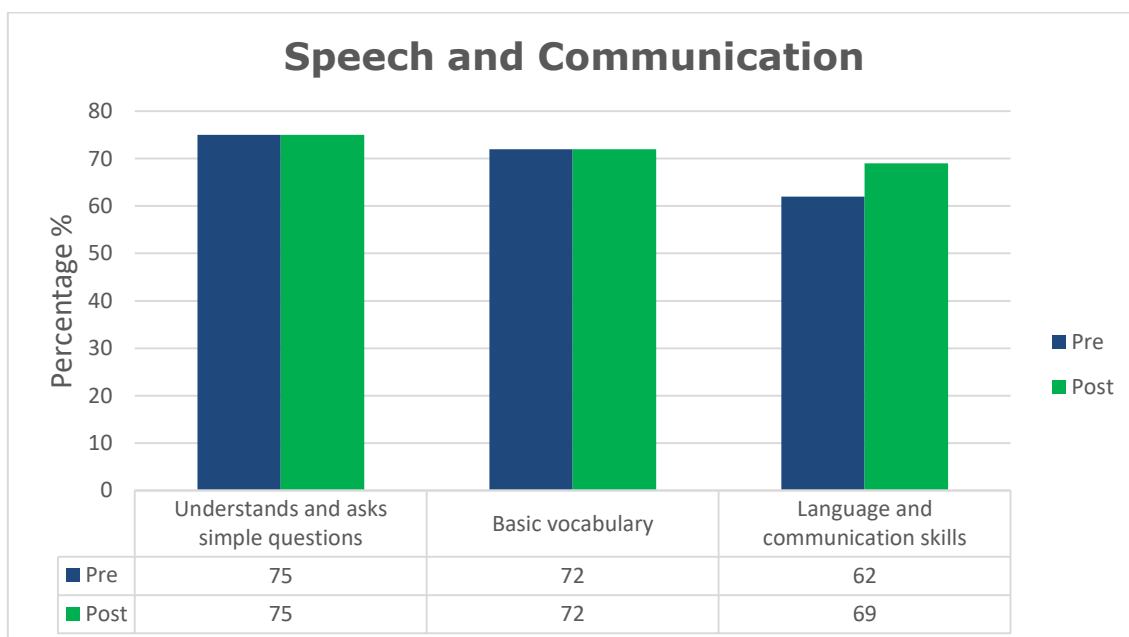
Graph 2: Results on Speech and Communication based on the Pre and Post Observation Formats of Facilitator



Graph3: Results on Social Skills and Behavior at home based on Pre and Post Observation Formats of parents



Graph 4: Results on Speech and Communication based on the Pre and Post Observation Formats of parents



Group Interaction and Social skills:

Interaction with peers/family members: **Graph 1** indicates a substantial improvement of 48% in K's peer interaction skills. Earlier when his peers would interact with him, he would not respond unless he was prompted by the facilitator. However, since past one month K has started to greet his peers on his own when they greet him in the morning. He responds to them in words or with a smile or just be repeating what they say when they interact with him.

Graph 3 indicates a dip of 12 % in K's interaction at home with his family members.

Sharing, Budding and Helping skills: K's budding and sharing skills have gradually improved during the period of three months. He required minimal instructions whenever he was paired with his peers. He shared materials with his peers almost all the time, except for one activity where he took the materials all for himself. K did not disturb or bother them during activity. Hence, **Graph 1** indicates an upward slide of 21% each in his budding and sharing skills. With respect to K's helping skills, there are no observable shifts seen in the same. Even now K continues to help his peers and facilitator only when he is prompted by the facilitator. Hence, **Graph 1** indicates no change in K's helping skills.

Graph 3 shows a dip of 17% with respect to sharing ideas at home. Earlier K would sometimes share ideas at home. He does so even now, but rarely. Hence, **Graph 3** shows a dip of 17%.

Impulse Control and Turn Taking skills: **Graph 1** indicates an improvement of 12% in K's impulse control and turn taking skills in class. Earlier K would refuse to participate or would not respond in all the activities and would take part only in some activities. However, during the course of this project he started to join his peers in almost all the activities and irrespective of where he sat in the room, he started to respond to the facilitator and expressed himself well by using language, gestures and sounds. In the process he also showed good impulse control skills and waited for his turn in all the activities, except in a finger painting and few drumming sessions.

Graph 3 however, indicates a dip of 14% in his impulse control and turn taking skills at home.

Behavior in class and home: K's behavior with his peers in class continues to remain steady through these three months. K respects the personal space of his peers and maintains distance from them. Very rarely he touches them, but stops on the facilitator's prompts. When any of his peers come too close to him to interact with him and he does not like them coming close to him, he screams. However, during activity if any of his peers sit close to him to watch him do the activity or to do the activity itself with him without disturbing him, he allows

them to enter his space. **Graph 1** does not indicate any change in K's behavior with his peers in class as there are no observable shifts seen in the course of this project.

Graph 3 however, shows a dip of 29% in his behavior at home with her family members.

Speech and Communication Skills(Receptive and Expressive):

Vocalization of Sounds: K's s skills in vocalization of sounds have been consistent throughout this period and hence **Graph 2** does not indicate any change. K can make sounds of all the vowels, consonants and combination of both. He also makes sounds of his own.

Pitch and Volume Variations: K's ability to make pitch and volume variations shown by the facilitator has been steady throughout the 3 months. Hence, **Graph 2** does not indicate any change in the same.

Understanding Instructions, Questions and Responding to them:

K's ability in understanding the instructions given to him, questions asked to him by the facilitator and his response to them continues to be steady through the course of this project. K understands all the instructions given to him, the questions asked to him and responds to them on his own sometimes and sometimes only with prompts. There are no observable shifts in him with respect to these skills. Hence, **Graph 2** indicates no change.

Graph 4 also indicates no change with respect K's ability to understand instructions and questions at home and to respond to them.

Basic Vocabulary:

Graph 2 indicates a significant improvement of 27% in K's basic vocabulary skills. During these three months, K started to respond more, by way of words mostly and sometimes gestures too, in sessions where the group had to respond to stories narrated to them, create stories out of their imagination with objects, recall the stories, keep name for the characters of the story, speak about living and nonliving objects/pictures, their functional usage, about family, home, various rooms in a home and their functional usage etc. He described objects, their shape, their color etc. by way of words. K responded very well on his own or with minimal prompts when the facilitator directed the questions to him. He also started using simple sentences especially when he needed something from the facilitator.

Graph 4 indicates no change in K's usage of basic vocabulary at home.

Language and Communication skills:

Graph 2 shows an upward shift of 11% in K's language and communication skills. K has started to communicate more in class using words, gestures and facial expressions. Earlier K would speak in simple sentences to refuse to participate in any session or when he did not want something that was offered to him. However, now he has started using simple sentences even to convey his basic needs to the facilitator and sometimes he even imitates sentences used by the facilitator. He, however does not use descriptive speech in sessions.

Graph 4 shows an upward shift of around 11% in his language and communication skills at home. K mostly uses words and sometimes simple sentences to communicate with his family members at home. He also uses descriptive speech only for objects of his interest.

Expressive capability: K has expressed himself very well in voice, drumming, storytelling and story making sessions where he brought in improvisations and energy in the session.

In drumming sessions he expressed herself very well by singing songs and medleys on his own, by leading the session few times by giving the stop cut command, by showing rhythmic beats to the group etc.

In voice sessions he came up with different sounds when the group had to pass various sounds in the circle

In body and movement sessions, he brought in lot of he brought in lot of improvisation by embodying different things living and nonliving and showing body movements using different body parts for the group to imitate..

In Body mapping session where the children had to express pain and/or happiness in part/parts of their body by sticking green and red colored paper on part/parts of a body image drawn on a white sheet, he stuck red colored paper in some parts of his body and green in some parts to show pain and happiness.

In sessions on identifying objects and their functional usage, he demonstrated their usage by using those objects in various creative ways e.g. he kept the bowl on his head like a cap, used a spoon and a box to create beats by tapping them on the floor and squeezed the tomato to show that it was juicy.

In story telling session, he answered questions related to the story, creatively made few things out of play dough and even expressed what he made. He responded in all these activities by way of words and gestures.

In story making session, he helped the group create story on objects by adding scenes to the story out of his own imagination by way of body movements and gestures.

Comparison of Drawings/Paintings

October



January



In the finger painting activity that was conducted in the month of October and January, K showed lot of interest and expressed himself very well by using his fingers and his entire hand for painting on the white sheet. In the first painting he painted only some part of the sheet by applying red colour first and then green on top of it, while in the second one he painted a large area of the sheet by using both red and green colour separately and created a design. K worked independently both the times and enjoyed the activity. However, in the first activity he did not show good impulse control skills as he applied paint on the bench after painting on his sheet. Further, he did not share the paint with his peer and took all of it for painting his sheet. However, in the second activity he carefully painted the sheet and did not paint anywhere outside. He also shared the paints with his peers.

5) Child 5: S

DOB: 21/2/2007

Family Background: S is 10 years old and has Down syndrome. She lives with her parents and her younger sister.

Academic Background:

Strength: S 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 attention skills are good.

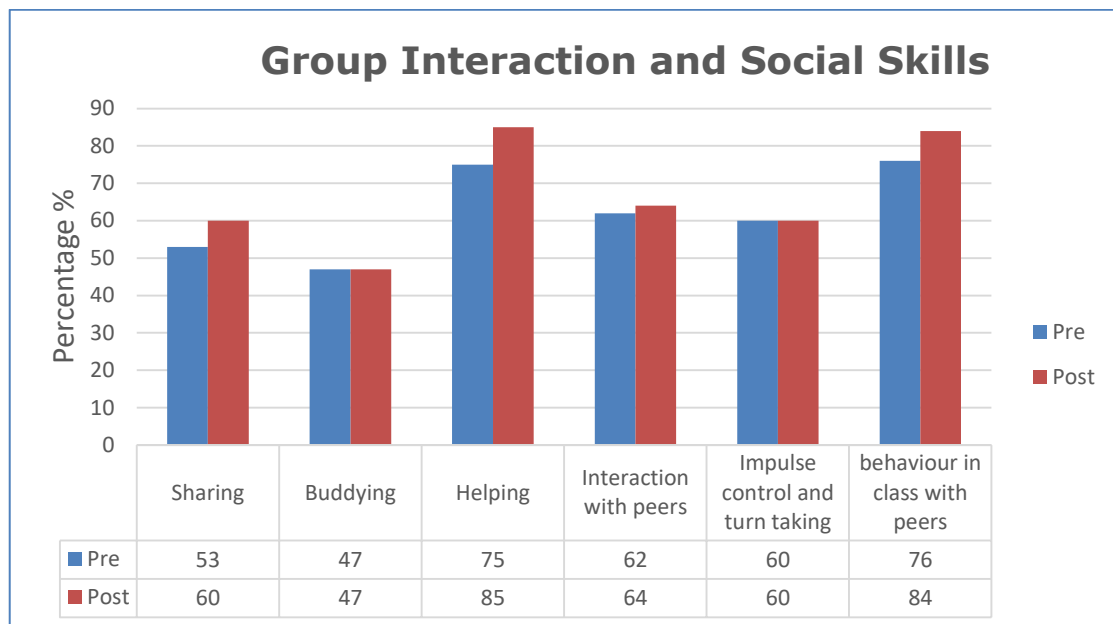
Weakness: S is a verbal child. However, sometimes she will deliberately not respond or will say something irrelevant when the facilitator asks her general questions or questions related to the activity. She understands all the instructions given to her, but at times she does not follow them deliberately. During session she seeks attention by lying down on the floor and not getting up until her peers ask her to get up. She will disturb her peers sometimes, snatch things from them, irritate them, and not wait for her turn etc. and she will continue to do so in spite of repeated instructions given by the facilitator. The more she is asked not to do something, the more she would do. She loves to buddy with her peers, but while helping them sometimes she will touch them when not required and irritate them by snatching their materials.

Medical background: Down syndrome. No regular medications.

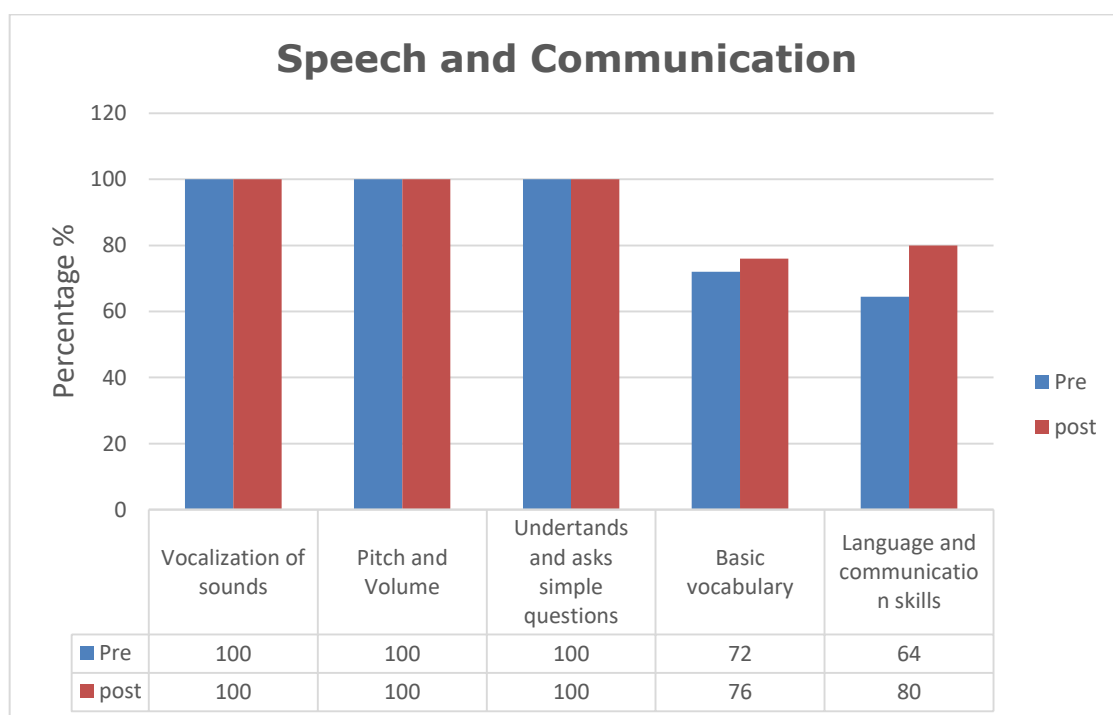
Creation: Two main areas of focus for S are:

- Narrative capability with main focus on language articulation, vocalizing using simple sentences and descriptive speech. Expressive capability with main focus on her expressive skills so that she starts to express herself more consistently and confidently in all the sessions using language, since she is a verbal child and has good receptive language skills.
- Group interaction with main focus on impulse control and turn taking skills, buddying, interacting with her peers, helping them, respecting their space, which will help her peers as well as improve her social skills.

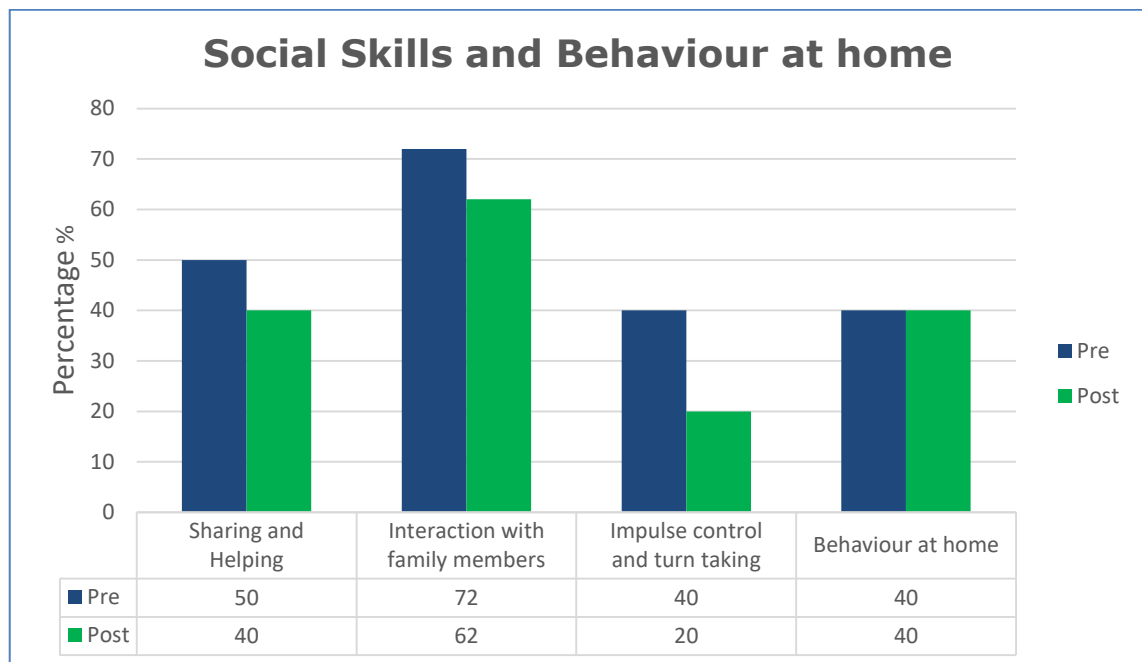
Graph 1: Results on Group Interaction and Social Skills Based on Pre and Post Observation Formats of Facilitator



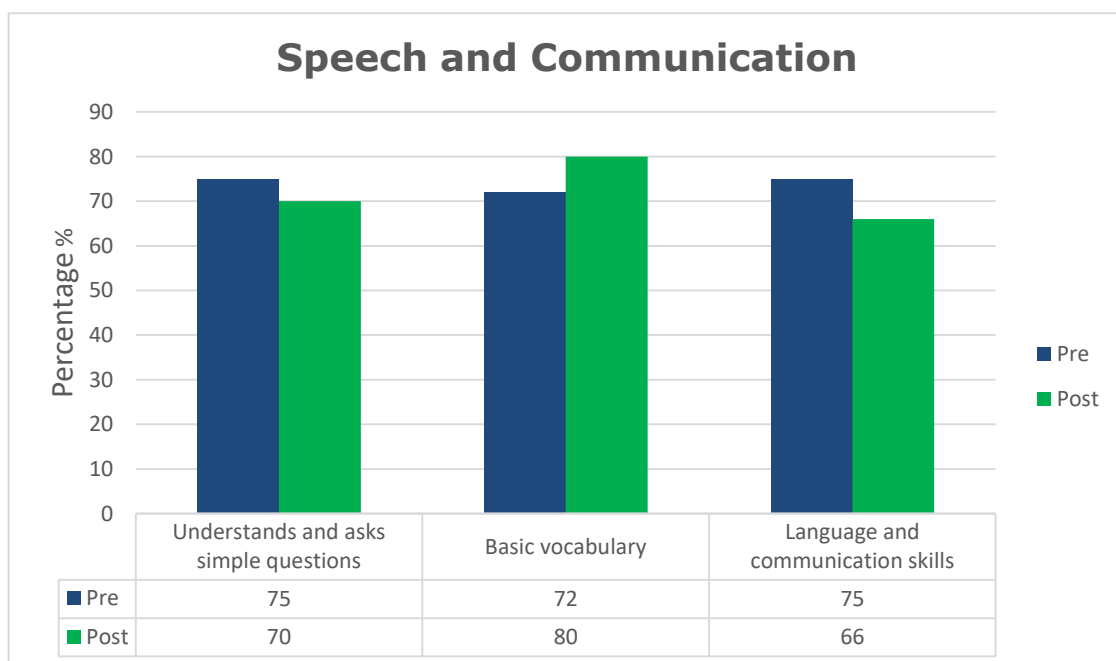
Graph 2: Results on Speech and Communication based on the Pre and Post Observation Formats of Facilitator



Graph3: Results on Social Skills and Behavior at home based on Pre and Post Observation Formats of parents



Graph 4: Results on Speech and Communication based on the Pre and Post Observation Formats of parents



Group Interaction and Social Skills

Interaction with peers/family members: **Graph 1** indicates an improvement of 13 % in S's peer interaction skills. S has always interacted with her peers confidently and has shown eagerness to help them. However, she used to be unclear about her boundary space. She would touch her peers while interacting with them or sit too close to them or help them when not required by touching them instead of giving verbal cues. However, S showed a slight shift during the course of this project. She has started to interact with her peers by sitting little away from them. When she tries to sit too close to them and is reminded by the facilitator to maintain distance, she immediately goes back, something which she would not do earlier.

Graph 3 indicates a dip of 14 % in S's interaction at home with her family members.

Sharing, Budding and Helping skills: **Graph 1** shows an upward shift of 13% in S's sharing skills in class. S has always shared materials with her peers during activities and she continues to do so. However, S has now started to even share ideas and suggestions with the facilitator on what should be done at the beginning of sessions or during any activity.

S's budding skills have been consistent through the course of 3 months. She has always shown good budding skills whenever she was paired with her peers in sessions. She shared the materials with them, helped them in the activity upon the facilitator's instructions and respected their personal space by not disturbing or bothering them while doing the activity. Hence **graph 1** shows no change with respect to her budding skills as no observable shifts are seen in the same.

Graph 1 shows an improvement of 13 % in S in helping her peers and facilitator in class. S has always shown eagerness in taking responsibilities in class. However, earlier she would wait for instructions of the facilitator for clearing up the space or to help her peers in distributing materials or their bags to them. Now S has started to take responsibilities on her own or with very minimal instructions from the facilitator. When the facilitator would give general instructions to the group to help her clear up the space or distribute the materials, S has started to offer help on her own. Upon the facilitator's instructions, S has started to help few of her peers even during activities by teaching numbers, letters of alphabets using language or gestures etc.

Graph 3, however shows a dip of 20% with respect to S's helping skills at home. There is no change with respect to sharing ideas and solutions at home as S still continues shares ideas/ solutions at home like before.

Impulse Control and Turn Taking skills: **Graph 1** indicates no change in S's impulse control and turn taking skills in class. S continues to show good impulse

control and turn taking skills in all the activities in the same manner as she used to show before. There are no observable shifts seen in the same.

Graph 3 however, indicates a dip of almost 50% in her impulse control and turn taking skills at home. Earlier S could wait for her needs and desires to be fulfilled or could hold back on expressing her views at home, though rarely. However now she is unable to do so. Hence, the decrease of 50 % as indicated in the graph.

Behavior in class and home: **Graph 1** shows an improvement in S's behavior with her peers in class. Earlier S was unclear about her boundary space. She used to touch her peers while interacting with them, sit very close to them, once in a while pinch or scratch them, or snatch materials from them. However, in the past few months she has started to respect the personal space of her peers. She maintains distance from them and very rarely when she touches them, she stops upon the facilitator's prompts. There has not been a single incident of S snatching things from her peers or hurting them space in the past few months.

Graph 3 does not indicate any change in S's behavior at home with her family members.

Speech and Communication Skills(Receptive and Expressive):

Vocalization of Sounds: S's skills in vocalization of sounds have been consistent throughout this period and hence **Graph 2** does not indicate any change. S can make sounds of all the vowels, consonants and combination of both. She also makes sounds/ rhythmic sounds of her own and is very creative at that.

Pitch and Volume Variations: S's ability to make pitch and volume variations shown by the facilitator has been steady throughout the 3 months. Hence, **Graph 2** does not indicate any change in the same.

Understanding Instructions, Questions and Responding to them: S's ability in understanding the instructions given to her, the questions asked to her by the facilitator and her response to them continues to be steady through the course of this project. S understands all the instructions given to her, which she follows on her own sometimes and sometimes only upon prompts. She understands the questions asked to her and responds to them most of the time. There are no observable shifts in S with respect to these skills. Hence, **Graph 2** indicates no change.

Graph 4 also indicates a dip of 7% in S's response by way of words, gestures or sounds to questions asked to her at home.

Basic Vocabulary: Graph 2 indicates an improvement of 6% in S's basic vocabulary skills. During these three months S started to respond more, by way of words mostly as well as simple sentences, in sessions where the group had to respond to stories narrated to them, create stories out of their imagination with objects, recall the stories, keep name for the characters of the story, speak about living and nonliving objects/pictures, their functional usage, about family, home, various rooms in a home and their functional usage etc. She described objects, their characteristics, their shape, their color etc. She came up with certain interesting words and creative plots to create story in story creating session.

Graph 4 too indicates an improvement of 11% in S's usage of basic vocabulary at home.

Language and Communication skills: Graph 2 shows an upward shift of 25% in S's language and communication skills. S always had good language and communication skills in expressing her likes, dislikes and basic needs. However, in the past three months she has started to participate more in sessions on narrative capability and has started to communicate and expresses herself well in these sessions by using new and interesting vocabulary, sentences, gestures and facial expressions. She has started using descriptive speech too sometimes in sessions. S has also started to communicate and share her own ideas/solutions to the facilitator at the beginning of the session and even during sessions.

Graph 4 shows a dip of 12% in her language and communication skills at home.

Expressive capability: S expressed herself very well in voice, drumming, storytelling and story making sessions where she brought in lot of improvisations and energy in the session by singing songs, rhythmic words etc.

In drumming sessions, she came up with various songs, rhythmic sounds while beating the drum. She also came forward to lead the group few times when the facilitator asked the children to lead the session.

In body and movement sessions, S brought in lot of improvisations in the session by embodying different things living and nonliving, showing body movements, which her peers copied etc.

In Body mapping session where the children had to express pain and/or happiness in part/parts of their body by sticking green and red colored paper on part/parts of a body image drawn on a white sheet, she stuck two different colored paper pieces in some parts of her body and also expressed in which part of her body she had pain and which part of her body was feeling good and happy.

In story telling session, she gave names to the characters, answered questions related to the story and creatively made few things out of play dough and even expressed what she made and for whom she made them in the story.

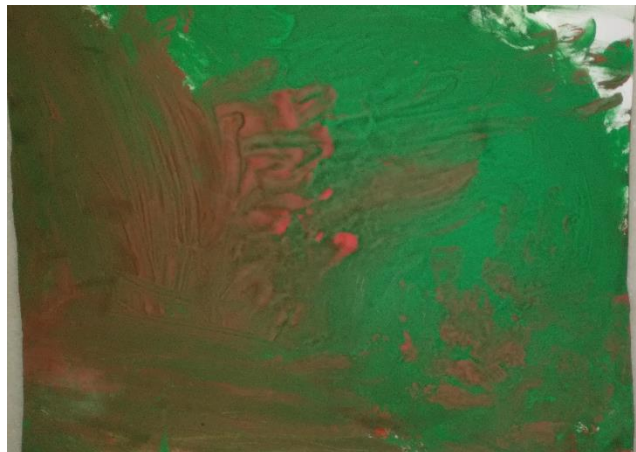
In story making session, she took the lead by helping the group create stories on objects by adding interesting and imaginative plots, characters and emotions to the story and by suggesting songs based on the theme of the story.

Comparison of Drawings/ Paintings

October



January



In the finger painting activity that was conducted in the month of October and January, S used both her fingers and her entire palm for painting most of the white sheet. In the first painting she used more red paint than green for painting, while in the second one she used more of green and also smeared some red on it. S worked independently both the times, expressed herself well with lot of interest and also shared the paint with her peer who buddied with her in the activity. She showed good impulse control both the times by painting only on the inside of the sheet.

6) **Child 6: Y**

DOB: 28/7/2004

Family background: Y is 13 years old. He has Myoclonic 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: Y 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. 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 room space. However, he moves in the space with lot of confidence. His cognitive skills with respect to identifying and locating objects, identifying colors, numbers, shapes, fruits, solving puzzles are just okay. He recognizes only few colors, fruits, shapes, knows to count till 10, recognizes objects located in his class etc.

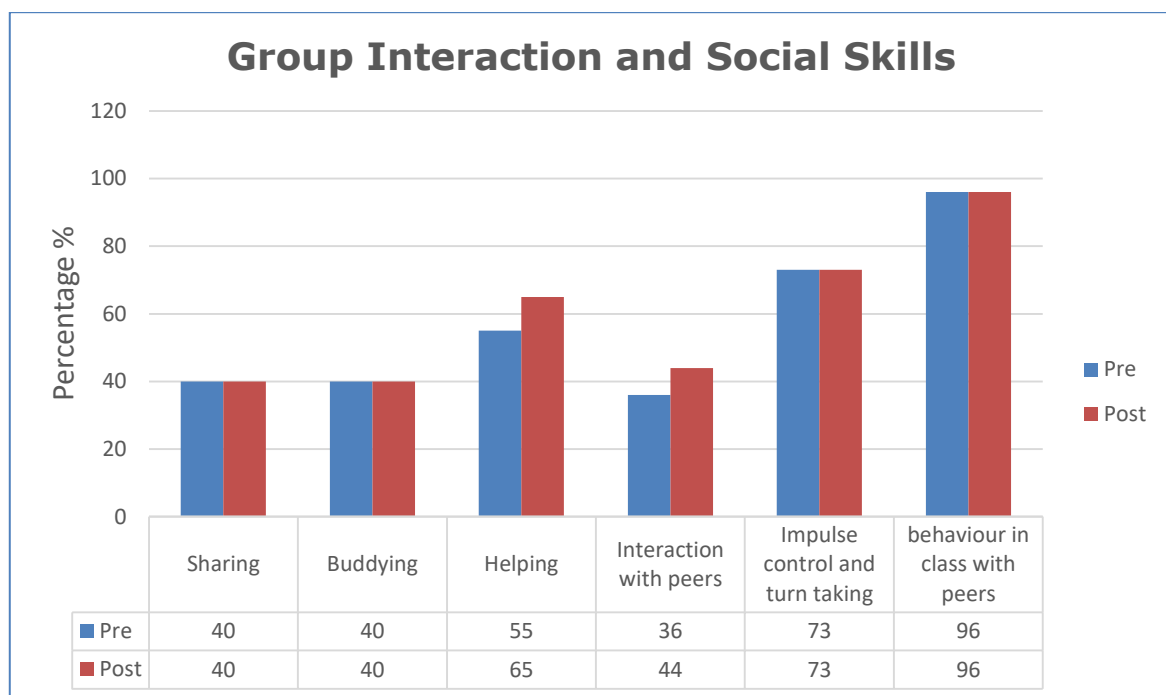
Weakness: Y has impulse control in certain activities like drumming sessions, voice sessions etc., but not in other activities. He understands the facilitator instructions, but sometimes he won't follow them. He does not make eye contact with his peers or facilitators while interacting with them. He does not interact with his peers and facilitators on his own and responds only when they interact with him. He does not answer questions asked by the facilitator and responds sometimes when he is prompted to. He is capable of buddying with his peers, expressing himself better.

Medical Background: Y has Myoclonic jerks, so he is under medication

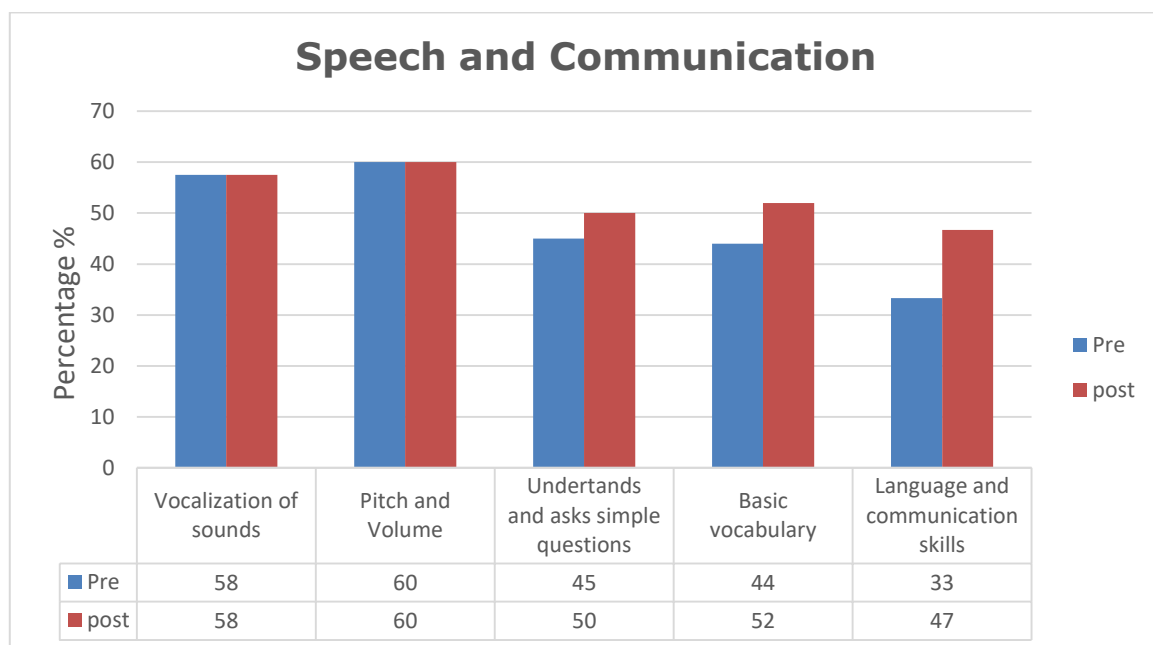
Creation: Main areas of focus for Y are:

- Narrative and Expressive capability with main focus on language articulation, vocalizing using simple sentences and descriptive speech, expressing himself more confidently in sessions as well as outside using language, gestures and facial expressions.
- Group interaction with main focus on impulse control, turn taking skills, buddying, interacting with his peers on his own with the need to improve his social skills.

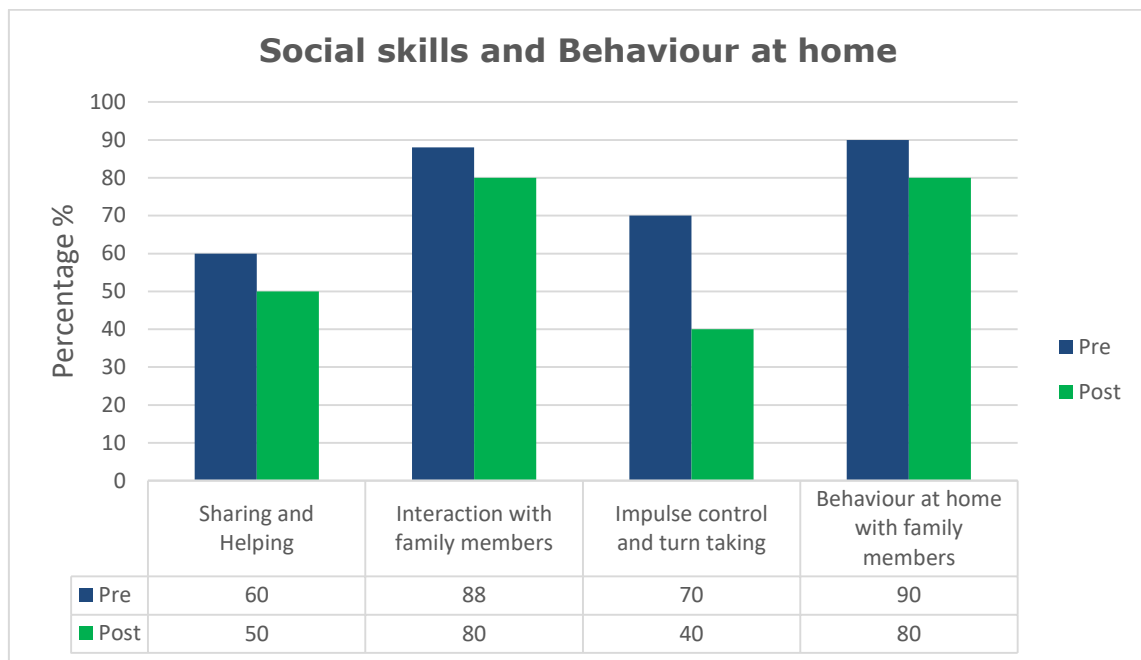
Graph 1: Results on Group Interaction and Social Skills Based on Pre and Post Observation Formats of Facilitator



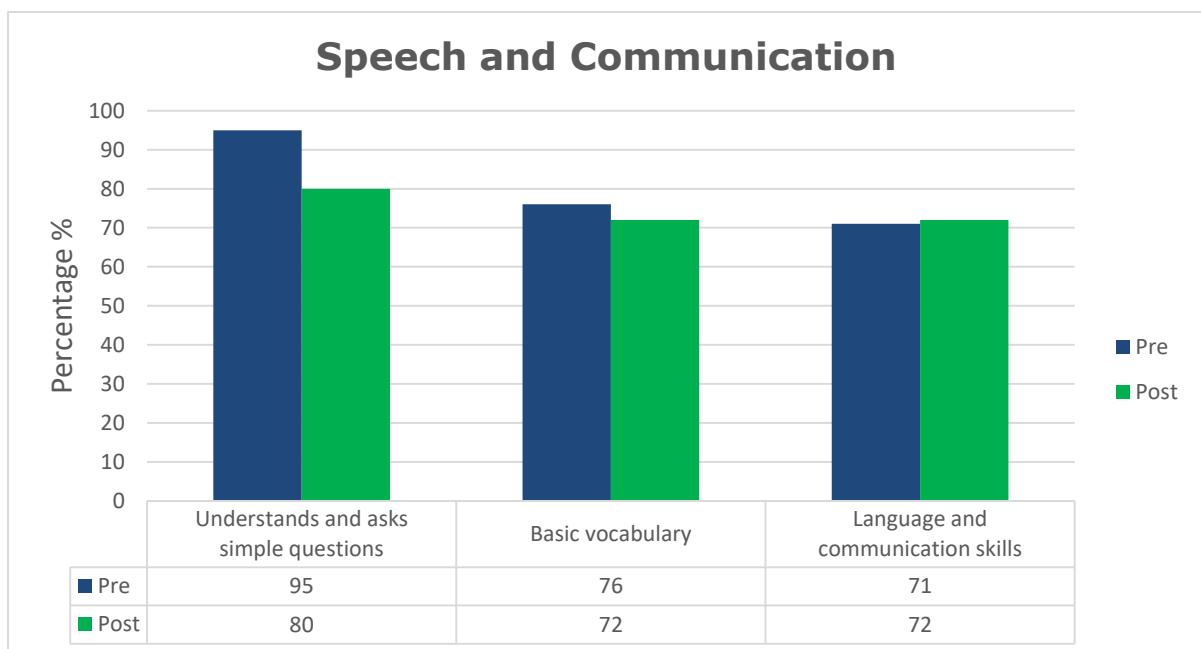
Graph 2: Results on Speech and Communication based on the Pre and Post Observation Formats of Facilitator



Graph3: Results on Social Skills and Behavior at home based on Pre and Post Observation Formats of parents



Graph 4: Results on Speech and Communication based on the Pre and Post Observation Formats of parents



Group Interaction and Social skills:

Interaction with peers/family members: **Graph 1** indicates an upward shift of 22% in Y's peer interaction skills. During the course of this project, Y has started to call the name of his peers in the morning to greet them. When his peers greet him, he responds to them in words in a feeble voice. During activity if any of his peers don't join the circle, he calls out his or her name and sometimes even lends his hand to them to hold and get up. He sits next to his peers and looks at them during activity, but does not take initiative to talk to them.

Graph 3 indicates a dip 9% with respect to his interaction at home with his family members.

Sharing, Buddying and Helping skills: **Graph 1** shows no change with respect to Y's buddying and sharing skills in class as he has been consistent throughout the period of 3 months and no observable shifts were seen during this period. Y has always showed good buddying skills whenever he was paired with his peers in sessions. He shared the materials with his peers and respected their personal space by not disturbing or bothering them. **Graph 1** however, indicates an improvement of 18% in his helping skills in class. Y has started helping his peers in clearing up the space by picking up materials from the floor and gives it to them. He does so on his own without any prompts.

Graph 3 however, indicates a decline of 17% which is with respect to sharing ideas/solutions at home. Y used to sometimes share ideas and solutions with his family members. He does so even now, but rarely. Hence, the decline as seen in the graph.

Impulse Control and Turn Taking skills: **Graph 1** indicates no change in Y's impulse control and turn taking skills in class. Y continues to show good impulse control and turn taking skills in all the activities in the same manner as he used to show before. There are no observable shifts seen in the same.

Graph 3, however indicates a decrease of 42% in his impulse control and turn taking skills at home.

Behavior in class and home: **Graph 1** shows no change in Y's behavior with his peers in class as there are no observable changes seen with respect to the same during the course of this project. Y continues to respect the personal space of his peers like before, maintains distance from them most of the time, does not disturb or bother them during activities. Sometimes he goes very close to them, leans his body on them because of his body posture. But he moves back on the facilitator prompts and when he does not, the facilitator helps him get back to his place by holding his hand.

Graph 3 also shows a downward slide of 11% in his behavior at home with his family members.

Speech and Communication Skills(Receptive and Expressive):

Vocalization of Sounds: Y can making sounds of letters of alphabets, sounds of vowels, consonants or combination of both. However, there is not much clarity in the sounds that he makes and he has not shown any improvement in the same during the course of this project although he can come up with his own sounds. **Graph 2** therefore, indicates no change.

Pitch and Volume Variations: Similarly **Graph 2** does not indicate any change in Pitch and Volume variations as Y has not shown any improvement in imitating the pitch and volume variations shown by the facilitator or his peers in class. There is still no clarity in the variations that he makes.

Understanding Instructions, Questions and Responding to them: Y understands the instructions given to him, which he follows sometimes without prompts and sometimes with minimal or repeated prompts. Y sometimes understands the questions asked to him by the facilitator and when he does not, the facilitator repeats the questions and even translates them into Kannada, which is his mother tongue. Earlier Y used to respond to the facilitator's question, but very rarely. However, during these 3 months he started responding to them more often than before. Hence, the improvement of 11% as indicated in **Graph 2**.

Graph 4 indicates a downward slide of 16% with respect Y's ability to understand instructions and questions at home and respond to them.

Basic Vocabulary: Y communicates only by way of words, gestures, facial expressions and sounds in sessions. Most of the time there is not much clarity in the words and he responds, with or without prompts, only when the questions are directed to him and not when are asked to the group. However, during the course of this project he showed improvement by participating and responding more confidently in the sessions by using less words and more of gestures and sounds in the sessions. Hence, **Graph 2** indicates an improvement of 18% in his basic vocabulary skills.

Graph 4, however indicates a dip of 5% in Y's basic vocabulary skills at home.

Language and Communication skills: **Graph 2** shows an upward shift of 42% in Y's language and communication skills. During the course of 3 months, Y started to respond more confidently and creatively using less words and more of gestures, facial expressions and sounds in activities where the children had to respond to stories narrated to them, create stories out of their imagination

with objects, recall the stories, speak about living and nonliving objects/pictures, their functional usage, speak about family members, home, room in a home and their functional usage. He told his favorite animal and also made sounds of various animals. Y also communicated his likes, dislikes and basic needs, sometimes with prompts and sometimes without prompts. Y, who would not sing the breakfast for week, which was part of the daily ritual in class, suddenly started singing it confidently on his own in his own unique style to let his peers know what breakfast he had in the morning.

Graph 4 however, shows a slight improvement of 1% in his language and communication skills at home.

Expressive Capability: Y expressed herself very well in voice, drumming, storytelling and story making sessions where he brought improvisations and energy in the session.

In drumming sessions he expressed himself creatively by playing rhythmic beats on the floor, leading the group by saying start and stop to beat the drum, by doing call and response to the group, by playing the drum correctly on sculpting etc.

In voice sessions where the group had to pass various sounds in circle, Y came up with different sounds.

In body and movement sessions, he brought in lot of improvisations by embodying different things living and nonliving and showing body movements using different body parts for the group to imitate.

In Body mapping session where the children had to express pain and/or happiness in part/parts of their body by sticking green and red colored paper on part/parts of a body image drawn on a white sheet, he stuck both red and green pieces of paper to show pain and happiness in his body and even shared them with the facilitator.

In story telling sessions he responded to the facilitators questions by using gestures and sounds.

In story making session, he helped the group create story on objects by showing gestures and making sounds.

Comparison of Drawings/ Paintings

October



January



Finger painting session was done in October and January. In the first painting that was done in the month of October, Y was reluctant at first to start painting on his own and finally did after the facilitator prompted him few times. He dipped his fingers in the paint and pressed only the tip of his fingers on the sheet with little help from the facilitator. He painted only some part of the sheet. However, in the second picture which was done in January, Y dipped his fingers on his own and dabbed the paint several times on the sheet and also made some rhythmic sound while dabbing the paint each time on the sheet. He worked independantly this time with very less prompts and painted a large area of the sheet using both the colors. He enjoyed and expressed himself more in the activity conducted in January than in October. Further, Y showed good impulse control skills by carefully dabbing the paint only on the inside of the sheet. Both the times, he buddied with his peer and even shared the paint during the activity.

SECTION 5: DISCUSSION

5.1 LIMITATIONS:

One of the main limitations of the project is the time period that has been assigned to assess the children and achieve their therapeutic goals using various artistic mediums. The time duration of three months is enough only to help the facilitator understand the various artistic mediums, the structure the sessions and the use of artistic mediums in sessions in a creative way. More amount of time is required to achieve the therapeutic goals of the children by using the various artistic mediums. A lot depends upon their mood, their interest in the activities done, their response to various artistic mediums, the understanding of the various artistic tools by the facilitator, facilitator's ability in planning the sessions based on the response of children in each session, to change plans etc. Hence, the project time of three months is not adequate.

Secondly, several holidays were declared due to various festivities which disturbed the flow of sessions. Few kids missed some important sessions due to travel, bad weather which affected the flow of conducting the sessions.

Thirdly, few children from the group who are not toilet trained had to be frequently taken to the toilet. Hence, there were disturbances during sessions.

5.2 LEARNINGS:

My personal learnings from ABT and SEG: For an artist, expressing or performing an art gives pleasure. However when the same art is used to heal others or to make a difference in their lives, it becomes more meaningful. This is exactly what I experienced when I started working with special needs children. However, I had so many artistic ideas in my mind that I struggled in structuring and implementing them efficiently in my sessions.

The ABT course acted as a guide in understanding various artistic mediums and helped me in planning my sessions in a structured way.

Apart from voice and movement, which I already got exposed to since childhood, I also got to learn and apply some new artistic tools like drumming, theatre, creative games in my sessions and I could see the magic that they created. ABT has kindled an urge in me to learn and explore these artistic mediums in more depth, which will help me conduct future sessions more creatively and efficiently.

One of the important aspects of ABT is the SEG, the Subtle Energy Guide. SEG helped me introspect myself through the practice of meditation. It made me realize that I need to slow down in life and stay calm in situations where I would otherwise get anxious and agitated.

In classroom sessions, SEG taught me to live at the moment and look for the non-obvious things that Kids do or show in sessions, something that I missed seeing earlier. SEG helped me conduct my sessions based on the improvisations that children brought in the sessions, which made my sessions more simple, easy and fun. The sessions that used to be teacher led, slowly started becoming learner led sessions though there is still a long way to go.

Learnings from the project: "Every child is a born artist". A baby becomes calm when it hears a lullaby or sound made by a rattle and that is the effect of music and rhythm on children right from their birth. A baby starts embodying right from its birth by using its whole body, various body parts and facial expressions. As it grows it starts communicating its needs, its likes, dislikes and starts expressing itself confidently by using language, or gestures, sounds and facial expressions. It starts learning on its own by observing, imitating and enacting without any inhibitions. Learning by way of arts comes naturally to them. Hence, connecting with children and teaching them through the medium of arts makes learning more interesting and enriching for both, the children as well as the facilitator.

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. Drumming helps children use their excess energy in a creative way and also helps in controlling their impulse and wait for their turn in the group. It also helps in achieving their narrative and expressive capability goals when voice is also made a part of drumming.

Movement sessions and sessions on embodiment helps them to open up more and express themselves confidently by 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 telling sessions and story making sessions helps both verbal and nonverbal children to communicate and express themselves creatively using language and/or gestures, sounds and facial expressions.

The above learning of mine from the ABT project are very similar to the findings of various researchers mentioned in "Literature review of all art based therapies" **(Refer to page No 5).**

5.3 FUTURE:

The entire ABT journey has been an enjoyable and learning experience for me. In future I wish to continue working with the same group of kids in the therapeutic domains that I am already working on. I wish to explore and try out new ideas using the same artistic tools in order to help them become more expressive, communicative, confident and independent.

It is because of ABT that I learnt about other artistic mediums like drumming, theatre, creative games and visual art. I wish to further study and explore them and gain experience by using them more creatively and efficiently in helping and healing special children, children and adults at risk and all other sentient beings across India and the world.

SECTION 6: APPENDIX

Appendix A1: Observation Format (Facilitator) **Speech and Communication (Receptive and Expressive)**

Child's name:

Session Date:

Assessment by:

Vocalization of sounds	1	2	3	4	5
1) Makes sounds of all vowels a,e,i,o,u	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Can articulate k, g, f, v, r	Almost Never	Rarely	Sometimes	Frequently	Almost always
3) Able to make sounds la, ta, pa, ma, bha	Almost Never	Rarely	Sometimes	Frequently	Almost always
4) Able to make sounds da, wa, na,	Almost Never	Rarely	Sometimes	Frequently	Almost always
5) Able to make sounds like zz, rr, sh, cha, tha	Almost Never	Rarely	Sometimes	Frequently	Almost always
6) Able to make sounds on his/her own	Almost Never	Rarely	Sometimes	Frequently	Almost always
7) Able to imitate combination of vowels and consonants.	Almost Never	Rarely	Sometimes	Frequently	Almost always
8) Able to come up with his/her own combination of vowels and consonants	Almost Never	Rarely	Sometimes	Frequently	Almost always
<u>Pitch and Volume</u>					
1) Can imitate pitch variations	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Can imitate volume variations,	Almost	Rarely	Sometimes	Frequently	Almost always

soft, whisper, loud, very loud	Never				
<u>Understands and asks simple questions</u>					
1) Able to understand simple instructions	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Able to understand simple questions asked	Almost Never	Rarely	Sometimes	Frequently	Almost always
3) Is able to respond to questions asked by way of words/ sounds/ gestures.	Almost Never	Rarely	Sometimes	Frequently	Almost always
4) Able to ask questions by way of words, sounds or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
<u>Basic Vocabulary</u>					
1)Able to respond in words	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Able to respond in simple sentences	Almost Never	Rarely	Sometimes	Frequently	Almost always
3) Able to respond by way of gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
3)Able to respond on his/her own	Almost Never	Rarely	Sometimes	Frequently	Almost always
4) Able to respond only when prompted.	Almost <u>Never</u>	Rarely	Sometimes	Frequently	Almost always
<u>Language and communication skills</u>					
1) Can imitate simple sentences	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Can verbalize using simple sentences	Almost always Never	Rarely	Sometimes	Frequently	Almost

3) Is able to communicate basic needs verbally or by way of sounds and/or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
4) Is able to communicate likes and dislikes – verbally or non-verbally by way of sounds and/or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
5) Is able to state his / her feelings verbally or by way of sounds and/or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
6) Clarity in speech, words or sentences spoken or gestures shown	Almost Never	Rarely	Sometimes	Frequently	Almost always
7) Can describe and explain verbally or non-verbally by way of sounds and/or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
8) Can initiate a conversation verbally or by way of sounds and/or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
9) Is able to use descriptive speech	Almost Never	Rarely	Sometimes	Frequently	Almost always

Appendix A2: Observation Format (Parents)

Speech and communication (Receptive and Expressive)

Child's name:

Session Date:

Assessment by:

Understands and asks simple questions	1	2	3	4	5
1) Able to understand simple instructions	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Able to understand simple questions asked	Almost Never	Rarely	Sometimes	Frequently	Almost always
3) Is able to respond to questions asked by way of words/ sounds/gestures.	Almost Never	Rarely	Sometimes	Frequently	Almost always
4) Able to ask questions by way of words, sounds or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
Basic Vocabulary					
1)Able to respond in words	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Able to respond in simple sentences	Almost Never	Rarely	Sometimes	Frequently	Almost always
3) Able to respond by way of gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
4)Able to respond on his/her own	Almost Never	Rarely	Sometimes	Frequently	Almost always
5) Able to respond only when prompted.	Almost Never	Rarely	Sometimes	Frequently	Almost always
Language and communication skills					
1) Can imitate simple sentences	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Can verbalize using simple sentences	Almost Never	Rarely	Sometimes	Frequently	Almost always

3) Is able to communicate basic needs verbally or by way of sounds and/or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
4) Is able to communicate likes and dislikes – verbally or nonverbally by way of sounds and/or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
5) Is able to state his / her feelings verbally or by way of sounds and/or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
6) Clarity in speech, words or sentences spoken or gestures shown	Almost Never	Rarely	Sometimes	Frequently	Almost always
7) Can describe and explain verbally or non-verbally by way of sounds and/or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
8) Can initiate a conversation verbally or by way of sounds and/or gestures	Almost Never	Rarely	Sometimes	Frequently	Almost always
9) Does the child respond more when communication is in mother tongue	Almost Never	Rarely	Sometimes	Frequently	Almost always
10) Does the child respond more when communication is in English.	Almost Never	Rarely	Sometimes	Frequently	Almost always
11) Does the child use any aids (picture cards, sign language, tablet, computer for communication?	Almost Never	Rarely	Sometimes	Frequently	Almost always
12) Does the child communicate with his/her siblings or grandparents, friends or other family members?	Almost Never	Rarely	Sometimes	Frequently	Almost always
13) Is able to use descriptive speech	Almost Never	Rarely	Sometimes	Frequently	Almost always

Appendix A3: Observation Format, Facilitator

Group interaction and Social skills

Child's name:

Session Date:

Assessment by:

Sharing	1	2	3	4	5
1) Does he or she share materials with peers on his/her own	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Does he or she share materials with peers upon instructions of the facilitator	Almost Never	Rarely	Sometimes	Frequently	Almost always
3) Does he or she share ideas/solutions in group	Almost Never	Rarely	Sometimes	Frequently	Almost always
Buddying					
1) Does he/she buddy or with peers on his/her own	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Does he/she buddy with his/her peers upon instructions given by facilitator	Almost Never	Rarely	Sometimes	Frequently	Almost always
3) Does he/she resist to pair up with his/her peers during sessions	Almost Never	Rarely	Sometimes	Frequently	Almost always
Helping					
1) Does he/she help peers in class on his/her own	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Does he/she help peers in class upon facilitator's instructions	Almost Never	Rarely	Sometimes	Frequently	Almost always
3) Does he/she help peers during activities on his/her own	Almost Never	Rarely	Sometimes	Frequently	Almost always
4) Does he/she help during activities upon facilitators instructions/prompts	Almost Never	Rarely	Sometimes	Frequently	Almost always

Interaction with peers	
1) Does he or she interact with peers on his/her own	Almost Never Rarely Sometimes Frequently Almost always
2) Does he/she interact with peers upon facilitator's prompts/instructions	Almost Never Rarely Sometimes Frequently Almost always
3) Does he/she interact with peer/s during play	Almost Never Rarely Sometimes Frequently Almost always
4) Does he or she respond when peers interact	Almost Never Rarely Sometimes Frequently Almost always
5) Does he/she imitate actions of his peers (verbal and non-verbal)	Almost Never Rarely Sometimes Frequently Almost always
6) Does he/she follow directions from peers (verbal and non-verbal)	Almost Never Rarely Sometimes Frequently Almost always
7) Does he/she respond to answer/questions from a peer	Almost Never Rarely Sometimes Frequently Almost always
8) Does he/she initiate peer play	Almost Never Rarely Sometimes Frequently Almost always
9) Does he/she respond to peer play-initiations	Almost Never Rarely Sometimes Frequently Almost always
Impulse control and turn taking	
1) Can wait for needs/desires to be fulfilled	Almost Never Rarely Sometimes Frequently Almost always
2) Can hold back on expressing views	Almost Never Rarely Sometimes Frequently Almost always
3) Is good at turn-taking during play and other activities	Almost Never Rarely Sometimes Frequently Almost always

<u>Behavior in class and with peers</u>					
1) Shows anger towards peers	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Cries, screams, shows temper tantrum in class	Almost Never	Rarely	Sometimes	Frequently	Almost always
3) Snatches or destroys others property	Almost Never	Rarely	Sometimes	Frequently	Almost always
4) Hurts his/her peers	Almost Never	Rarely	Sometimes	Frequently	Almost always
5) Touches other kids unnecessarily	Almost Never	Rarely	Sometimes	Frequently	Almost always

Appendix A4: Observation Format, Parents

Social skills and Behavior at home

Child's name:

Session Date:

Assessment by:

Sharing and Helping	1	2	3	4	5
1) Does he or she share ideas/solutions at home	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Does he/she help people at home	Almost Never	Rarely	Sometimes	Frequently	Almost always
Interaction with family members					
1) Does he/she make normal eye-contact	Almost Never	Rarely	Sometimes	Frequently	Almost always
2) Does he or she interact with people at home, on his/her own, either verbally or nonverbally by way of sounds and/or gestures.	Almost Never	Rarely	Sometimes	Frequently	Almost always
3) Does he/she interact, verbally or nonverbally by way of sounds and/or gestures, with people at home only upon prompting	Almost Never	Rarely	Sometimes	Frequently	Almost always
4) Does he or she ask questions to people at home either verbally or nonverbally by way of sounds and/or gestures?	Almost Never	Rarely	Sometimes	Frequently	Almost always
5) Does he or she respond verbally or nonverbally by way of sounds and/or gestures to questions asked by people at home	Almost Never	Rarely	Sometimes	Frequently	Almost always
6) Does he/she understand simple instructions given at home by people at home?	Almost Never	Rarely	Sometimes	Frequently	Almost always
7) Does he/she follow simple instructions given at home by people at home	Almost	Rarely	Sometimes	Frequently	Almost always

	Never
8) Does he/she imitate actions of people at home (verbally and non-verbally)	Almost Rarely Sometimes Frequently Almost always Never
9) Does he/she interact with other family members and relatives either verbally or nonverbally by way of sounds or gestures?	Almost Rarely Sometimes Frequently Almost always Never
10) Does he/she have friends or relatives with whom he/she finds a connect?	Almost Rarely Sometimes Frequently Almost always Never
Impulse control and turn taking	
1) Can wait for needs/desires to be fulfilled	Almost Rarely Sometimes Frequently Almost always Never
2) Can hold back on expressing views	Almost Rarely Sometimes Frequently Almost always Never
<u>Behaviour at home with family members</u>	
1) Shows anger or aggression towards self or others or objects	Almost Rarely Sometimes Frequently Almost always Never
2) Cries, screams, shows temper tantrum at home.	Almost Rarely Sometimes Frequently Almost always Never

Appendix B1: Embodiment-Projection- Role

Clients name:

Session Date:

Embodiment	5	4	3	2	1	0
Touch, eye contact	Excellent	Good	Average	Fair	Poor	No
Spatial Awareness	Excellent	Good	Average	Fair	poor	No
Working with/against	Excellent	Good	Average	Fair	Poor	No
Whole Body	Excellent	Good	Average	Fair	Poor	No
Body Parts	Excellent	Good	Average	Fair	Poor	No
Body/ Self-Image	Excellent	Good	Average	Fair	Poor	No
Mimicry/Innovation	Excellent	Good	Average	Fair	Poor	No
Projection						
Sand/Sand & Water	Excellent	Good	Average	Fair	Poor	No
Clay/Dough	Excellent	Good	Average	Fair	Poor	No
Pencil/Crayon	Excellent	Good	Average	Fair	Poor	No
Paint (Finger/Brush)	Excellent	Good	Average	Fair	Poor	No
Single Image/Whole Picture	Excellent	Good	Average	Fair	Poor	No
Single/Large Toys	Excellent	Good	Average	Fair	Poor	No
Environmental	Excellent	Good	Average	Fair	Poor	No
Other	Excellent	Good	Average	Fair	Poor	No
Role						
Body Movement/Gesture	Excellent	Good	Average	Fair	Poor	No
Sound/Speech	Excellent	Good	Average	Fair	Poor	No
Mimicry/Innovation	Excellent	Good	Average	Fair	Poor	No
Brief/Sustained	Excellent	Good	Average	Fair	Poor	No

Relationship with another role	Excellent	Good	Average	Fair	Poor	No
Role Development	Excellent	Good	Average	Fair	Poor	No
Scene/Situation Development	Excellent	Good	Average	Fair	Poor	No
Other	Excellent	Good	Average	Fair	Poor	No

Appendix B2: Drumming, for Observing Impulse control, Turn Taking and Creative expression

Clients name:

Session date:

Pulse	1	2	3	4	5
Conservation	Almost Never	Rarely	Sometimes	Frequently	Almost always
Embody	Almost Never	Rarely	Sometimes	Frequently	Almost always
Dynamics					
Volume	Almost Never	Rarely	Sometimes	Frequently	Almost always
Stop Cuts	Almost	Rarely	Sometimes	Frequently	Almost always
Tempo	Almost Never	Rarely	Sometimes	Frequently	Almost always
Rumbles	Almost Never	Rarely	Sometimes	Frequently	Almost always
Patterns					
Call and response	Almost Never	Rarely	Sometimes	Frequently	Almost always
Sculpting	Almost Never	Rarely	Sometimes	Frequently	Almost always
Layering	Almost Never	Rarely	Sometimes	Frequently	Almost always

Appendix D: SRS SUMMARY FORMAT

S.No	Date and Time	Therapeutic Goals	Metaphor	Opening	Creation	Closure
1	11/9/2017, 10:15-11:15	Narrative capability: Sounds and basic vocabulary	Expression	Sit in circle and explain the activity. Exercises for flexibility of mouth, vowel sounds, improvisation based on different sounds that the kids make	Exercise for tongue and lips, la, ta, pa, bha, ma sounds in various combinations, do them fast, slow, whisper, loud and very loud. Tell names softly, loud, very loud. Tell how each one is feeling soft, loud and very loud. Improvisations based on sounds, combinations, variations made by kids.	Recall the session, Massage mouth. Relax and listen to music.
2	13/9/2017, 10:15-11:15	Group interaction: Impulse control, Narrative capability (Basic sounds)	Sounds	Sit in circle and explain the activity. Walk slow and make sounds aaaa, hop and make sounds hi, jump and make sound ho, different ways, drive scooter and make sound rrrrrrrr. Train and make chuck chuck sound.	Say names softly, loud and very loud like previous session first individually and then in group. Pass any sounds that they want to in circle. Make two groups. Each group will make one sound alternatively by following stop cut and then together.	Recap the session, Massage mouth. Relax and listen to music.

3	20/9/2017, 10:15-11:15	Narrative capability: Vocalization of sounds	Sounds	GM and breakfast song. Sit in circle and explain the activity. Opening: Do mouth exercises, jaw exercises. I can sing high/low/ soft/loud, fast/slow, Bread and Butter Hello song in various volume. Say all the alphabets loud with body movement.	Show rocket with hand and say rrrrr rocket, Rocket goes zzzzzz zoom, Shhhhhh says the Walk fast by making sound zzzz, drive scooter by making the sound rrr, walk slow by making sound shhhh, drive train by making sound cha, jump by making sound tata, action like a monkey ma sound, show lipstick and make the sound lalala, show pencil and make the sound pa, what is a bear called in hindi, bha bha bhalu, I like to dada dance, Arvind likes wa wa watch, If I have cold I wipe my nose with na na napkin, any other sounds that they make and do actions.	Recap the session. Massage fingers and mouth. Relax and listen to music.
4	22/9/2017	Narrative capability: Sounds and basic vocabulary	Curiosity	GM and breakfast song. Sit in circle and explain the activity. Opening: Do mouth exercises, jaw exercises. I can sing high/low/ soft/loud, fast/slow, Bread and Butter Hello song in various volume. Say all the alphabets loud with body movement.	Show them objects/ pictures of objects, living things starting with Z, r, cha, ta, la, pa, bha, wa, ma, da, and ask them what is it? Describe it, how it looks, shape? What is it used for?	Recap of session by kids. Recall the pictures and objects that they see in the session. Sit and relax. Breathe in and out.

5	4/10/2017, 10:15-11:15	Group interaction: turn taking, Impulse control, creative expression.	Oneness	<p>GM and breakfast song.</p> <p>Everyone stands in circle. And explanation of the activity. Opening: Everyone walks in the space on start and stop in slow and fast speed. Then jump, move in flying action, swim on the floor in slow speed and then fast speed. Sit in circle. Facilitator claps 1, 2, 3 times or taps the floor and kids respond. Then each one either claps or taps the floor in whatever way they want by making some rhythmic sound and others will follow as in call and response. Finally end it with rumbling on the floor.</p>	<p>Everyone sits on bench. Djembe to each kid. They play on pulse and stop cut for some time. Tempo and rumbles: Sing row row row your boat slow and they beat the drum on pulse, then increase the speed of the song and check the pulse in which they are playing. Then do rumbles with start and stop. Do the same on songs that kids will suggest and sing in the group IMPROVISATION (songs of their choice, slow, fast and rumbles).</p> <p>Call and response: facilitator hits the drum once/twice, kids hit the drum. Each one sitting in the circle will hit the drum and others will follow as in call and response.</p>	<p>Clean up the area with the help of kids.</p> <p>Stretch fingers and hands. Sit and relax. Breathe in and out.</p>
6	6/10/2017, 10:15-11:15	Group interaction: Turn taking, impulse control	Carefree	<p>GM and sing the breakfast song created by the children themselves.</p> <p>Jaw exercises. Vocalization of vowels. Sounds that they come up with. Sculpting: Two groups: aaaa sound, eeee sound. Sculpting based on sounds that they make</p>	<p>Make two groups. Play drum on pulse and stop cut. Sculpting into two groups. Each group vocalizes two different sounds like aaaaa, eeeee, ha, ho and plays the drum simultaneously. Improvisation based on the sounds that they come up with. Layering the same sounds in the same groups of two. Try out sculpting and layering with the song row row row your boat to see how the kids respond to songs apart from sounds.</p>	<p>Recap of the session</p> <p>Clear up the space. Massage fingers and hands. Relax. Breathe in and out.</p>
7	9/10/2017, 10:15-11:15	Narrative capability Basic vocabulary, simple sentences, descriptive speech, creative expression	Chaos	<p>GM and breakfast song. Explain the activity.</p> <p>Pass pictures on music, music stops, and the child holding the object or picture has to identify it and say it aloud. The group talks about it. ((tree, flower, tiger,</p>	<p>Everyone starts walks in the jungle, freezes and then embodies the things (animals, tree, and flower) that they saw in the pictures. Sounds of animals will be played in background.</p>	<p>Recall the pictures and objects that they see in the session.</p> <p>Relax and breathe in and out.</p>

				monkey, peacock, bird, elephant, dog, fish)		
8	11/10/2017, 10:15-11:15	Group interaction (sharing, buddying) Creative expression.	Mindfulness	GM and breakfast song. Action and movement songs on body, wiggle you fingers, u put your right hand in. Say any one body part and move it. Others copy.	Facilitator draws the body map of boy and girl from the group, kids tear red and green colored paper. Divide into boys and girls group. Stick red for happiness and green for sadness in the body map. Talk about it. Sharing by children on which part of the body is feeling pain and which body part is happy.	Recall the session. Massage fingers and hands. Cleanup. Relax. Brea the in and out.
9	13/10/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, understanding simple questions, descriptive speech), Creative expression	Laughter	GM and breakfast song Listen to short story and answer questions related to the story	Make things/ shapes/ characters related to the story out of colored clay and talk about it.	Recall the session. Cleanup. Stretch fingers. Relax. Breat he in and out.
10	23/10/2017, 10:15-11:15	Group interaction (Impulse control, sharing)	Splash of colors	GM and breakfast song. Rhymes on fingers. Where is Thumbkin, One little two little. Play music and Paint the sky, floor, wall etc. with fingers and hand by imagining paint in hand. The facilitator starts with one color and Kids change the colors while doing the imaginary painting.	Chart paper to each kid. Red and green paint in different bowls. Kids need to share the paint with their peers. Finger painting on the chart. Kids use fingers, palm depending upon which part of their hand they wish to use.	Recap of session. Clean up, wash hands, Massage fingers, relax

11	25/10/2017, 10:15-11:15	Group interaction (Impulse control, turn taking) creative expression.	Confidence	GM and breakfast song. Action/movement song. Play game: On the count of 3, kids walk/run alone and hit the drum held by the adult and come back. They then walk in pairs and go and hit the drum on the count of 1, 2, and 3.	Everyone sits in circle. Drums distributed to them. First everyone plays together on the song "we will rock you", play on pulse and stop cut and does rumbles, increase volume/ tempo etc. IMPROVISATION based on songs that they come up with. Get the kids to say 1 2 3 start and 1 2 3 4 stop. Kids become the leader. They say rumbles.	Recap of session. Clear up the space. Massage hands and fingers.
12	27/10/2017, 10:15-11:15	Group interaction (sharing, impulse control)	Circle	GM and breakfast song. Explain the activity. Kids suggest songs on fingers and hands. Kids say who is sitting to their right.	Round Robin: Give one sheet to each one in circle. Sheet is passed in the circle and others take turn in drawing or coloring it using crayons, it is passed till it comes back to the person to whom it belongs. Each kid shows the end sheet to others in the circle and says how is it, what all they see in the sheet	Recap of the session. Clear up the space. Relax. Breathe in and out.
13	30/10/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, understanding simple questions, descriptive speech), Creative expression	Movement	GM and Breakfast song. Talk about session. Story based on friendship. Stand in circle. Say favorite animal and show movement or make sound and everyone copies. Biggest animal, tallest animal, animal living on land, on tree, in water etc. Ask them if they have friends, what they do with their friends.	Story of the four faithful friends (Crow, mouse, tortoise and deer). Give a name to each one of them. Describe them, where they live, what they eat etc. Narrate the entire story. Ask them to suggest ideas to help the tortoise. Sing a song on friendship.	Recap of the story. Questions based on the story. Relax. Breathe in and out.

14	3-11-2017, 10:15-11:15	Group interaction (impulse control, turn taking) Narrative (Basic vocabulary, simple sentences)	Eagerness	GM and Breakfast song. Explain the activity. Pass ball to the person sitting next by saying their name 3 times. Pass sounds or some action like clap, tap on the shoulder, any funny action to the person sitting next in the circle. Improvisation based on the sounds or actions that kids pass in the group.	Pass bag containing objects/ pictures. Take out one object from the bag. Talk about the object that they pick. Show some movement or show shape by using their body (embody)	Recap of session. Sit and relax. Breathe in and out.
15	6/11/2017, 10:15-11:15	Narrative capability ((Basic vocabulary, simple sentences, descriptive speech)	Sounds	GM and Breakfast song. Explain the session. Chicken dance, Dance on Old mac Donald had a farm, (wheels on the bus go round and round tune) The ducks on the farm says (- quack-)-----, pigs (oink), cows (moo), sheep's (baa), horse (neigh) , dogs (bow bow bow) , cats (meow meow) chickens (cluck cluck cluck), roosters (cock a doodle doo)	Ask each child to name a farm animal and the sound it makes. Show them pictures and ask them to pick one and identify the farm animal, ask them what the animal eats, what it gives etc.	Recall the session. Sit and relax. Breathe in and out.
16	10/11/2017, 10:15-11:15	Group interaction (Impulse control, turn taking) Creative expression	Medley	Sit in circle. Explain the activity after greeting everyone. Stand up and do Circle up circle up action song with kids singing and showing various actions. Tie two djembes on the window and 2 kids go and hit it on the count of 1, 2, and 3.	Ask kids to start playing the drum on the count of 1, 2, and 3. Play fast--- rumbles on stop cut. Each child in the circle shows a beat on the drum and others copy. Each child will be asked to say start and stop and others will play. Improvisation based on the rhythmic sounds that they make or songs that they sing while playing the drum.	End the session with rumbles. Massage hands, stretch fingers. Feel the drum and stay with the energy created by closing eyes. Breathe in and out 3 times by saying OM. Clear up the space.

17	13/11/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, descriptive speech)	Footprints	Greet them. Breakfast song. Explain the activity. Play video of animal and their sounds. Ask the kids to recognize which animal made the sound. Recall previous session.	Sit in circle. Pass one animal/ picture in the circle. Each child says one thing about that animal.	Create trail of footmarks by dipping animal's feet in paint and pressing on chart paper. Clear up and Massage fingers and hands. Breathe in and out.
18	20/11/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, descriptive speech)	Creativity	GM, breakfast song. Sit in circle, pass one sound. Each kid passes one sound.	Give one object and ask children to say something about it and then pass, thus adding on something with respect to the object (shape, color, use, what it reminds them, anything that comes to their mind). Objects: Ball, plate, napkin, comb.	Try creating a story. Keep all the four objects in the middle and ask any child to make a story. Help them create a short story. Breathe in and out. Relax.
19	22/11/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, descriptive speech)	Fantasy	GM, breakfast song. Pass the same objects (comb, napkin and plate) and again recall the previous session on what kids spoke or showed by way of action about each object.	Create story, the 3 objects become the characters of the story. Kids build up on the story based on their creativity and imagination. Ask the kids to role play by embodying those objects, sing songs etc.	Recall the session. Relax. Breathe in and out.
20	27/11/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, descriptive speech)	Beats	Good morning, breakfast song. Each child calls out his/her name 3 times and pass a sound or an action in the circle	Give one object and ask children to say something about it and then pass, thus adding on something with respect to the object (shape, color, use, what it reminds them, anything that comes to their mind or any song that they know of that fruit). Objects: Pencil, Box, Socks, plain paper	Ask the kids to recall everything that was shared about the objects that were passed. Breathe in and out 3 times.

21	29/11/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, descriptive speech)	Fingering	<p>Good morning, breakfast song.</p> <p>Show the objects from previous session (pencil, box, socks, and plain paper) and again recall the previous session on what kids spoke or showed by way of action about each object.</p>	Try creating a story. Keep all the four objects in the middle and ask any child to start a story. Help them create a short story.	<p>Recall what each child said, if any vocabulary they used in the process.</p> <p>Breathe in and out.</p>
22	1/12/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, descriptive speech)	Expression	<p>Good morning, BF song.</p> <p>Where is (child's Name song) and expression by saying how they are feeling. Ask kids to sing Goldilocks song.</p>	Tell the story of Goldilocks and three bears based on improvisations brought by the kids.	<p>Recall the story.</p> <p>Breathe in and out.</p>
23	4/12/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, descriptive speech)	Curiosity	<p>Good morning, BF song.</p> <p>Where is (child's Name song) and expression by saying how they are feeling.</p> <p>Ask kids to sing Goldilocks song. Show the pictures of objects that come in the song and recall the previous session</p>	Keep a tent house and bears inside. Ask each child to go to the bear house, knock at the door and say Hi to the bear and look for any object that they find in the house. Show it to the group, tell what it is, what it is used for. (Objects to be kept inside the house one at a time bowl, spoon, chair, glass)	Recall the objects
24	6/12/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, descriptive speech)	Fun	<p>Good morning, BF song.</p> <p>Where is (child's Name song) and expression by saying how they are feeling. Take a bag with vegetables inside it, but not tell the kids. Ask the kids to put their hand inside, feel the things inside the bag and guess what they are.</p>	Take the bag to each child, ask them to take out one vegetable and talk about it, what it is, what color, if it's juicy, whether it needs to be peeled and eaten, whether it has juice, anything that they express with respect to that vegetable.	<p>Recall the vegetables that they see in the session.</p> <p>Breathe in and out.</p>

25	8/12/2017, 10:15-11:15	Narrative capability (Basic vocabulary, simple sentences, creative expression)	Spontaneity	Good morning, BF song. Sing wiggle your fingers song.	Touch part of the body and one child at a time, which body part it is, say what it is used for. Ask each child to do something using their body or show some movement etc. Improvisation based on the movements each one of them show which the entire group will copy.	Lemon and spoon game. Breathe in and out few times. Relax.
26	11/12/2017, 10:15-11:15	Narrative capability (basic vocabulary, simple sentences)	Amusement	Good morning, BF song. Ask them when they would say please a thank you. Read short story of Barney story having the words please and thank you. Ask each child to get some object from the shelf by saying please to them and say thank you when they get and give it. Pass the book in the circle when the child/person sitting to the right asks for the book saying please and says thank you on getting the book.	Take bubble water, pass it to the next child if the child says please and thank you. Ask the child to blow the bubbles and others to burst them. Similarly pass the bubble bottle in the circle with each child saying please and thank you and blowing the bubbles while other burst them.	Recap the words please and thank you, the session. Breathe in and out.
27	13/12/2017, 10:15-11:15	Narrative capability (basic vocabulary, simple sentences)	Courtesy	Good morning, BF song. Sing the song on please and thank you "there are little words". Ask them about the two magic words that one should use if they need something or some help from someone.	Tell an imaginary story of "Magic House" having the words please and thank you. Set up a tent house and toys inside. Kids can visit the magic house and take a toy from the house, but door will open only when magic words are used. Each child visits the house, tries knocking at it or say any magic words like abracadabra, finally uses the word "Please" and takes a toy and then says "Thank you" Wait for response of each child when they visit the house. Tell another story of 2 girls, one plays with ball, other says please to join and play and then thank you. Ask the kids to do the same with their peers. Give ball to one of the kids in circle. Wait for response from others.	Sing the song again. Recall the two magic words again. Breathe in and out 3 times

28	15/12/2017, 10:15-11:15	Narrative capability (basic vocabulary, simple sentences)	Actions	<p>Good morning, BF song.</p> <p>Ask kids about where they live, who lives with them, if in house or flat, different rooms in a house. Ask them with whom they live. Sing the "Family song". Pass pictures in circle of each room and ask them to identify it.</p>	<p>Keep a chart paper in the center of bench, kids sit around it, draw outline of a big house in a chart paper, stick pictures of different rooms by asking kids what it is, what each room is used for and questions related to each picture.</p>	<p>Recap of the session by showing the pictures.</p> <p>Breathe in and out.</p>
29	18/12/2017, 10:15-11:15	Narrative capability (basic vocabulary, simple sentences)	Expression	<p>Good morning, BF song.</p> <p>Recall the previous session by showing the chart paper from the previous session with pictures of house and the various rooms.</p>	<p>Keep different objects in the center of the circle and ask them which room they would find them in a house and what they are used for.</p>	<p>Recall the entire session.</p> <p>Breathe in and out.</p>
30	20/12/2017, 10:15-11:15	Narrative capability (basic vocabulary, simple sentences)	Imagination	<p>Good morning, BF song.</p> <p>Sing the "Family song". Ask the children who all are a part of their family. Draw a big tree on chart paper to create family tree. Stick pictures of mother, father, girl, boy, baby, dog and a house on ice cream stick, show them the pictures and ask them to identify them. Keep the pictures on the chart paper by asking them about who all builds a family.</p>	<p>Ask them to name each member of the family to create a story with those pictures. Give one picture to each child and ask them to keep it on the chart paper having pictures of different rooms prepared in the previous session. Ask them what that member is doing in that room.</p>	<p>Recall what each child said, if any vocabulary they used in the process.</p> <p>Relax. Breathe in and out 3 times.</p>
31	3/1/2018, 10:15-11:15	Narrative capability (basic vocabulary, simple sentences)	Joy	<p>Good morning, BF song.</p> <p>Sing the "Family song". Show them the same pictures of family shown in the last session and reinforce the concept of family</p>	<p>Give them a chart paper with a tree drawn on it along with pictures of their family members. Ask them to stick the pictures on the tree and make their own family tree. Ask each on to show the family tree to the group, show each member of the family and tell their name, who they are etc.</p>	<p>Sing the family song, recall the session.</p> <p>Breathe in and out.</p>

32	5/1/2018, 10:15-11:15	Group interaction (Impulse control, sharing)	Dabbing sound	GM, then breakfast song. Sing rhyme on fingers. Where is Thumbkin and rhymes that kids suggest. Stretch the fingers, do finger exercises for some times in different ways that the kids show.	Chart paper to each kid. Red and green paint in different bowls. Kids need to share the paint with their peers. Finger painting on the chart. Kids use fingers, palm depending upon which part of their hand they wish to use.	Recap of session. Clean up. Wash, hands, Massage fingers, relax
33	8/1/2018, 10:15-11:15	Group interaction (Impulse control, sharing)	Team work	GM, Breakfast song. Say 1 time ha ha ha, then 1 time ho ho ho, together softly, loudly, fast, slow. Then sculpt and one group will say ha ha ha, other group will say ho ho ho, then layering both group say simultaneously	Sit on bench with Djembes. Start with pulse on dhoom and stop cut. Then slow and fast, softly and loudly, do rumbles. Call and response: The facilitator hits one time, two times, group responds. Then facilitator sculpts. One group hits three times, other group hits 3 times. Both groups hit simultaneously saying. Again change in tempo, volume. Improvisations based on what the kid's show, if they bring any song. End with one song suggested by any kid, but sing it softly and slowly and stop.	Massage hands, fingers. Clear space. Breathe in and out.
34	10/1/2018, 10:15-11:15	Narrative and creative expression (basic vocabulary, simple sentences)	Living Sculptures	GM, Breakfast song. Pass ball when music plays. When music stops the one holding the ball should do some action.	Pass a bag containing pictures. Each one in the circle will remove one picture from the bag, identify it. Embodiment that living or nonliving object by standing in front of everyone.	Stretch body and different body parts. Relax. Breathe in and out.
35	12/1/2018, 10:15-11:15	Narrative and creative expression (basic vocabulary, simple sentences)	Fun	GM, Breakfast song. Tell a story to kids.	Give play dough and ask them to make anything that they liked in the story or they feel like making at that moment. Ask them about their creation.	Recall the story by asking questions. Breathe in and out.

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When the awareness of what is achievable brushes your life, your journey has begun.....

