

MUSICAL INTERVENTION USING NURSERY RHYMES: A CASE STUDY OF AN AUTISTIC ADOLESCENT

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INTRODUCTION

The value of nursery rhymes in children development it's incontestable, not only for its global aspect, but also for the power of awakening the affective sensibility. The songs can be considered the center of music education work, because at the same time includes and introduce, unconsciously, harmonic aspects. Considering a special music education work with people with Autism Spectrum Disorder, the music can be an important tool for improve communication, socialization and sensitization.

OBJECTIVES

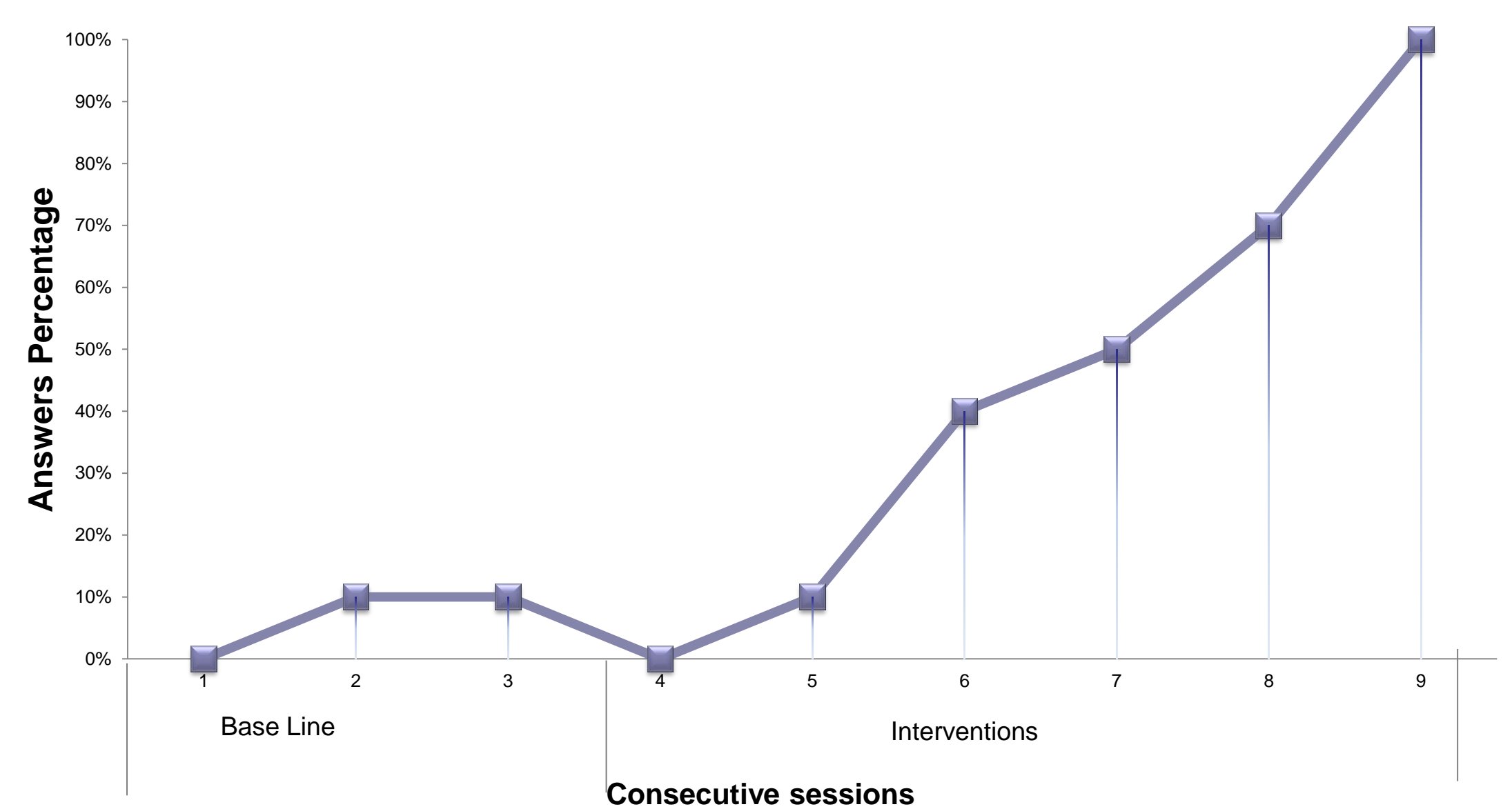
The goal of this work was to prepare, apply and evaluate a musical intervention procedure in a teenager with ASD.

METHOTOLOGY

It was applied, as methodology, the single-subject design. The data collection was carried out in a special institution based in a city of medium size in the countryside of the São Paulo state. Six interventions sessions were carried out. For the data collection, it was used an observation guide that contains gradual topics responses to the musical stimulus of a nursery rhymes called "The frog doesn't wash his feet".

RESULTS

Subject's performance evolution on the learning of the nursery rhyme "O sapo não lava o pé".



On base line phase, the subject was exposed to the song "Ai se eu te pego", followed by the nursery rhyme " O sapo não lava o pé". On the first base line, the subject did not express any reaction to the nursery rhyme. However, on the following two base lines, he meant to clap his hands when exposed to it. In the first intervention, the subject did not express any reaction to any nursery rhyme at all. Nevertheless he started showing reactions as interventions continued such as eye contact, smiles, body movements, uttering of words and phrases until he got to sing the rhyme from beginning to end.

CONCLUSION

Based on the results, it was possible to observe a considerable evolution during the little intervention time, in aspects of musical repertoire expansion and a bigger contact between the researcher and the participant, concluding that a more refined music education can be a possible open channel of communication for these individuals.