

**Music and Art Therapy Program
for Persons with Disability
specifically with
Autism Spectrum Disorder**



**Service Manual
and
Session Guide**

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**Department of Social Welfare and Development
2015**

MESSAGE

The Department of Social Welfare and Development (DSWD) recognizes and responds to the needs of Persons with Disabilities (PWD) specifically those with Autism Spectrum Disorder (ASD).

As such, we engaged the assistance of Autism Hearts Philippines Inc. (AHPI) headed by former DSWD Undersecretary and former AHPI's Executive Director Celia Capadocia-Yangco, in coordination with Department of Health and Department of Education, to ensure that services for this PWD sub-sector are well-implemented.

One of these services is the Music and Arts Therapy Program (MATP) for PWDs specifically those with autism spectrum disorder. It was implemented through the three-year pilot testing in Elsie Gaches Village, National Capital Region (NCR) and at the Accelerating Minor's Opportunities (AMOR) Village, Region III.

MATP is considered a social welfare development model of intervention for PWDs, that makes use of music and art in improving and developing the psychosocial, physical, mental and social well-being of PWDs and other residents with special needs.

In its three year of pilot implementation, the beneficiaries of MATP showed significant changes and progress in their behavior, such as noticeable obedience, lessened agitation and tantrum, increased focus and attention span, enriched social interaction skills, as well as cognitive and communication skills.

With the success of the pilot implementation, the Department developed this service manual and session guide based on the strategies and approaches implemented at such stage.

We hope that this Manual will enable the special education teachers, social workers, and other members of the rehabilitation team to better understand and appreciate the best practices in facilitating the MATP in residential facilities.

In this way, they can achieve significant results to improve the lives of the PWDs specifically those with autism spectrum disorder.



CORAZON JULIANO-SOLIMAN
Secretary
Department of Social Welfare and Development

FOREWORD

Persons with Disabilities (PWD) specifically those with Autism Spectrum Disorder just like the other PWD sub-sectors also have the right to accessed intervention to help them deal with their emotional and psychological difficulties through a cooperative process of discovery known as the Music and Arts Therapy Program (MATP).

MATP is a combination of two therapeutic techniques implemented by special education teachers and social workers with the other members of the rehabilitation team.


MATP is considered a social welfare development model of intervention for PWDs that makes use of music and art in improving and developing the psychosocial, physical, mental and social well-being of PWDs and other residents with special needs.

Under this process, clients are encouraged to come to their own understanding of what their art reveals, facilitated by the special education teacher who helps interpret the client's drawings, which are created through a therapeutically oriented art-making process.

The Department of Social Welfare and Development (DSWD), in partnership with Autism Hearts Philippines Inc. (AHPI) and in coordination with the Department of Health and the Department of Education pilot tested the three year (2011-2014) implementation of the MATP for those with Autism Spectrum Disorder at the Elsie Gaches Village, National Capital Region (NCR) and at the Accelerating Minor's Opportunities (AMOR) Village, Region III.

The processes and good practices implemented during the pilot implementation were integrated into this Manual and Guide that will be used by service providers.

It is our hope that this Manual will encourage implementers and partners to develop deeper understanding on the proper ways of handling persons with autism spectrum disorder in residential facilities.


PARISYA H. TARADJI
Undersecretary
Operations and Programs Group

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To GOD be the Glory!

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CHAPTER I

RATIONALE

One billion people, or 15 percent of the world's population, experience some form of disability, and disability prevalence is higher for developing countries. One-fifth of the estimated global total, or between 110 million and 190 million people, experience significant disabilities.

Persons with Disabilities (PWD) on average as a group are more likely to experience adverse socioeconomic outcomes than persons without disabilities, such as less education, worse health outcomes, less employment, and higher poverty rate. (www.worldbank.org)

Persons with Disabilities (PWD) are amongst the major clientele groups of the social development sector. The Philippine Statistics Authority (PSA) formerly National Statistics Office (NSO) reported that based on the 2010 census of population and housing (2010 CPH), out of the 92.1 Million household population in the country, 1.443 Million or 1.57% percent have disability. ¹ Recently, the Commission on Population (POPCOM) has announced that the projected Philippine population as of 2014 is 100 million. ² Based on the United Nations projection PWDs constitute at least 15% of any country's population, therefore, there are about 15 Million Filipino PWDs.

¹ <http://web.psa.gov.ph/content/persons-disability-philippines-results-2010-census>
² <http://www.popcom7.com/2014/07/>

On 2010, the National Household Targeting System (NHTS) identified different types of disabilities among the poor household from all regions. Based on the results, other disabilities top as the highest type of disability and hearing impairment rank as the lowest type of disability. Figures shows the types of disability on poor household (sum of all regions)

Types of Disabilities	Total from all Regions
Hearing Impairment	27,972.00
Visual Impairment	53,034.00
Speech Defectives	28,259.00
Orthopedic Handicapped	41,551.00
Multiple disabilities	45,396.00
Mental Health Difficulties	28,610.00
Other Disabilities	77,599.00
TOTAL	302,421.00³

Among the PWDs are Persons with Autism (PWA) who require various interventions to help them become dynamic and functional. Based on the U.S.A. Center for Disease Control and Prevention (CDCP), one (1) in every 68 persons in the United States of America (USA) has autism. While in South Korea (SK), based on American Journal of Psychiatry, the ratio is noted to be 1:38.

While there are no accurate statistics yet on the prevalence of autism in the Philippines, the Philippine Society for Developmental and Behavioral Pediatrics (PSDBP) noted that an upward trend has

been observed across the globe. If the prevalence rate of 1:68 in the U.S.A. will be the basis, there will be about 0.5 million Filipinos with the neurodevelopmental disorder. Of this figure, only two (2%) percent are given appropriate care per Philippine Society for Developmental and Behavioral Pediatrics (PSDBP).

In 2011, the DSWD through its Field Office-National Capital Region (NCR) signed a Memorandum of Agreement (MOA) with the Autism Hearts Philippines Incorporated (AHPI) to pilot test the Music and Art Therapy Program (MATP) for Persons with Autism (PWA) at the Elsie Gaches Village (EGV), Region NCR. The Department issued a Administrative Order (Operations Program Group No. 1, January 2013) to test the integration of Music and Art Therapy intervention into the case management. Then, MATP was then implemented last March 2013 in Accelerating Minor's Opportunity for Recovery, (AMOR) Village, Region III.

The EGV and AMOR Village provides care and rehabilitation to abandoned, neglected children with special needs such as cerebral palsy, down syndrome, epilepsy, visual and hearing impairment, mental retardation, autism and other related disability.

For CY 2012-2015, a total of Forty Seven (47) beneficiaries served in EGV and thirty seven (37) served in AMOR Village. Of this number, 80% were Persons with Autism Syndrome Disorder and the rest are with neurodevelopmental disability. The MATP intervention can be done through a special education classroom-type setting using lesson plans with strategic instructional materials that will run initially for twenty five (25) days of session, specifically, three (3) days in a week for two (2) hours.

The Music and Art Therapy Program is a Social Welfare Development (SWD) model of intervention which can be integrated as one component on the management of cases of Persons with Disability especially with autism spectrum disorder. As a result of MATP, the resident beneficiaries showed significant changes and progress after the MATP therapeutic intervention. Verifiable improvements include among others: 1) modified behaviors such as noticeable obedience, lessened agitations and tantrums, 2) increased client's focus and attention span 3) improved their socialization and communication skills, 4) improved ability to imagine, to recognize, to respond to facial expressions and to manage sensory, motor and cognitive skills.

The STB conducted the Program Review and Evaluation Workshop (PREW) and writeshop on the development of service manual and enhancement of program implementation guidelines last September 22-26, 2014 in Region III. It was proven that MATP intervention contributed on the significant changes and improvement of Persons with Disability which will lead them towards living independently.

This service manual shall serve as guide to MATP implementers who believed that PWDs may also be productive clients and may contribute to our society. MATP may also be implemented in other residential care facilities which caters the sectors of abandoned children and abused women and neglected senior citizens.

CHAPTER II

LEGAL BASES

This model of intervention is based on the following international and national legal instruments, among others:

International Instruments:

1. **The United Nations Convention on the Rights of Persons with Disabilities (UN-CRPD), 2007.** It aims to “promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity”. This was preceded by the Convention on the Rights of Persons with Disabilities Optional Protocol adopted on 13 December 2006 at the UN Headquarters in New York, and was opened for signature on 30 March 2007. It is the first comprehensive human rights treaty of the 21st century and is the first human rights convention to be open for signature by regional integration organizations.
2. **The Biwako Millennium Framework for Action towards an Inclusive , Barrier Free and Rights Based Society for Persons with Disability (PWD) in Asia and the Pacific, (1993-2002, Japan), 2002,** The health service delivery structures, both governmental and non-governmental, should include rehabilitation services such as physiotherapy and occupational therapy as well as the provision of essential assistive device services. Adopt a policy of early intervention in all multi-sectoral areas, including education,

health and rehabilitation, and social services for children with disabilities from birth to four years. ⁴

3. **The United Nations General Assembly Resolution 62/139, 2007**, Declaring April 2nd of every year starting in 2008 as World Autism Awareness Day (WAAD). The declaration invites UN Member States, relevant organizations, civil society, including non-governmental organizations and the private sector, to observe the WAAD in order to raise public awareness about autism throughout society. The celebration of the Day brings to the world's attention autism, a pervasive intellectual disorder that affects millions of the human population worldwide and the need to manage this disability.

National Laws:

1. **Philippine Constitution of 1987**, Section 9. The State shall promote a just and dynamic social order that will ensure the prosperity and independence of the nation and free the people from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all.
2. **Republic Acts No. 9442, 2006**, An Act Amending Republic Act No. 7277, otherwise known as the Magna Carta for Disabled Persons and for other purposes.

3. **Republic Act 7277, Otherwise known as the Magna Carta for Disabled Persons, and for other Purposes and its Implementing Rules and Regulations, 1991**, “An Act providing for the Rehabilitation, Self-Development and Self-reliance of Persons with Disability and their Integration into the Mainstream of Society and for other Purposes” as amended by Republic Act 9442 further amended by RA 10070 Establishment of the Persons with Disabilities Affairs Office (PDAO).

4. **Proclamation No. 711, Declaring the Third Week of January as Autism Consciousness Week⁵ - , 1996, Former President Fidel V. Ramos declared January 15 to 21, 1996** and every third week of January thereafter as “Autism Consciousness Week”, enjoining the Departments of Health; Education; Social Welfare and Development; and Interior and Local Government will jointly serve as the national focal point for the commemoration of this event. These agencies will take the lead in initiating activities that will increase awareness on autism and its effects, as well as its early identification. To ensure immediate intervention, the participation and cooperation of non-government organizations and the private sector will be secured.⁶

5. **Presidential Decree 603 (Child and Youth Welfare Code) 1997**, A comprehensive law for the welfare of the Filipino children and youth which includes many provisions on the

⁵ <http://pwdfiles.verafiles.org/proclamation-no-711-1996/>

⁶ www.ncda.gov.ph

rights, needs and rehabilitation of the disabled and special categories of children such as the mentally retarded, physically handicapped, emotionally disturbed and mentally ill.

6. **Republic Act No. 8980 (Early Childhood Care and Development Act), 2000**, An act promulgating a comprehensive policy and a national system for early childhood care and development, providing funds therefor and for other purposes.
7. **Republic Acts No. 9442, 2006**, An Act Amending Republic Act No. 7277, otherwise known as the Magna Carta for Disabled Persons and for other purposes.
8. **Republic Act No. 10410 (Early Years Act), 2012**, An act recognizing the age from zero (0) to eight (8) years as the first crucial stage of educational development and strengthening the early childhood care and development systems, appropriating funds therefor and for other purposes.

Administrative Issuances of the DSWD:

1. **Administrative Order No. 59, Series of 2003**, Guidelines for the Implementation of the Auxiliary Social Services for Persons with Disabilities. The provision of services on assistance for physical restoration , self and social enhancement , after care and follow up among others with PWD will enhance their capability to attain meaningful and productive and satisfying way of life and ultimately become self-reliant and contributing members of society.
2. **Administrative Order No. 61, Series of 2003**, Guidelines on the Implementation of the Tuloy Aral Walang Sagabal (TAWAG) Project. Children and youth disabilities have the same human rights as other children. They have the rights to survival, protection , development and participation.
3. **Administrative Order No. 71, Series of 2003**, Guidelines on the Implementation of the Day Care for Children with Autism. For children with autism to develop fully their potential towards becoming independent, self-reliant, productive and socially accepted members of the society.
4. **Administrative Order No. 85, Series of 2003**, Guidelines on the Implementation of Community Based Social Laboratory for Children and Youth with Disabilities. The Comprehensive Program for Children /Persons with Disabilities aims to promote services to all types of Children and PWDs whose ages is 0-59 years of age 12 regardless of sex and status.

5. **Administrative Order No. 19, Series of 2010**, Guidelines on the Implementation of the Comprehensive Program for Children with Disabilities. To promote services to all types of CPWD who ages 0-59 years of age especially for duly registered Self-Help Groups of PWDs organized by the LGUs which shall serve as the vehicle in the implementation of the program.

CHAPTER III

DEFINITION OF TERMS

For purposes of this order, the following definitions are adopted:

1. **Autism** - A pervasive developmental disorder of early childhood characterized by impaired social learning and communication; restricted interests, activities, and learning; diminished imaginative thought; and stereotyped or repetitive nonfunctional movements or verbal realizations. The usual age of onset is before ages three (3) and the symptoms can vary across an individual childhood and are usually associated with some intellectual retardation⁷.
2. **Autism Spectrum Disorder (ASD)** is characterized by persistent deficits in social communication and social interaction across multiple contexts, including deficits in social reciprocity, non-verbal communicative behaviors used for social interaction and skills in developing, maintaining and understanding relationships⁸.
3. **Art Therapy** - is the creation of beautiful or thought provoking works through creative activity like painting or writing. Art therapy is a mental health intervention that uses the creative process of art-making to improve and enhance the physical, mental and emotional well-being of all ages. Art therapy offers an opportunity for therapist to work one on one with individuals in a comfortable manner⁹.

⁷ <http://psihologiabg.com/wp-content/uploads/2011/01/The-Cambridge-dictionary-of-psychology.pdf>, page 68

⁸ <http://en.wikipedia.org/wiki/Autism>

¹⁰It is psychotherapy in which residents engage in artistic activities such as painting, modeling with clay, or basket making as a way of expressing and working with mental conflicts and blocks while avoiding usual intellectual and/or verbal defensive¹¹.

4. **Applied Behavior Analysis (ABA)** - is the use of these techniques and principles to bring about meaningful and positive change in behavior¹². It is the application of the principles of learning and motivation from Behavior Analysis and the procedures and technology derived from those principles, to the solution of problems of social significance. Positive reinforcement is one such principle. When a behavior is followed by some sort of reward, the behavior is more likely to be repeated. Through decades of research, the field of behavior analysis has developed many techniques for increasing useful behaviors and reducing those that may cause harm or interfere with learning¹³.
5. **Case Management** - Case management is a social work function particularly for clientele in especially difficult circumstances like abused children and women, older persons, victims of armed conflicts, victim of natural disasters, persons with disabilities, chronically ill and mentally ill. Case management means to have charge of, direct, conduct, administer, control movement. Case management is the act or manner of handling, controlling

¹⁰ Autism Hearts Foundation, Music and Art Therapy Program Manual, page 3

¹¹ <http://psihologiabg.com/wp-content/uploads/2011/01/The-Cambridge-dictionary-of-psychology.pdf> page 52

¹² <https://www.autismspeaks.org/what-autism/treatment/applied-behavior-analysis-aba>

¹³ <http://www.centerforautism.com/aba-therapy.aspx>

and directing. It is delivering of services where a social worker assumes responsibility for assessing with clientele what services he needs, and helps obtain those services for the clientele. It is service delivery system that organizes, coordinates and sustains a network of formal and informal supports and activities designed to optimize the functioning and well-being of people with multiple needs¹⁴.

6. **Center-Based Services** - appropriate and responsive social development interventions that address growth and development and the safety and security needs of residents in the center. These facilities may also accommodate residents who need to undergo thorough assessment and diagnosis¹⁵.
7. **Children with Special Needs** - refers to male and female children whose physical-motor, cognitive, language, psychosocial and independence levels markedly differ from the average or regular children of the same age. They may be blind, deaf, or physically disabled since birth, conditions which limit their physical capabilities and make them different from the rest. Mentally, they may demonstrate delayed behaviors that are indicative of low and intellectual gifts or talents¹⁶.
8. **Early Childhood Care and Development (ECCD)** - refers to the full range of health, nutrition, early education and social services programs that provide for the basic holistic needs

¹⁴ Social Welfare and Social Work, Thelma Lee Mendoza, 2002, page 505-512

¹⁵ AO 2, Series of 2008, Guidelines on the transfer of DSWD Residents to other SWAs

¹⁶ Page 13 of A Special Education Guidebook for Service Providers of Children with Special Needs by Dr. Edilberto I. Dizon

of young children from birth to age six (6), to promote their optimum growth and development¹⁷.

9. **Music Therapy** - is an intervention using the music to help individuals with wide range of cognitive and emotional challenges through interaction with others to improve their ability to function, build skills, lower anxiety and develop new communication skills¹⁸.

10. **Multi-Disciplinary Team (MDT)**- A group composed of members from different health care professions with experience, qualifications, skills and expertise that contribute to the achievement of the organization's specific objectives. The members collaborate together to make recommendations that facilitate quality care¹⁹.

11. **Neurodevelopmental Disorder** - are a group of conditions with onset in the developmental period. The disorders typically manifest early in development, often before the child enters grade school, and are characterized by developmental deficits that produce impairments of personal, social, academic or occupational functioning²⁰.

12. **Persons with Autism (PWA)** - a person who has autism , a lifelong developmental disability significantly affecting verbal and nonverbal communication and social interaction which typically appears during the first three years of life

¹⁷ <http://www.bwsc.dole.gov.ph/files/RA%208980%20ECCD%20Act.pdf>, page 2

¹⁸ Autism Hearts Foundation, Music and Art Therapy Program Manual, page 3

¹⁹ The members collaborate together to make treatment recommendations that facilitate quality patient care.

²⁰ <http://www.who.int/ceh/capacity/neurodevelopmental.pdf>

resulting from neurobiological disorder that affects the functioning of the brain and interferes with the normal development in the areas of reasoning, social interaction and communication skills²¹.

13. **Persons with Disability (PWD)** – refers to individuals suffering from restrictions of different abilities, as result of mental, physical and sensory disorder. Includes those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in the society on an equal basis with others²².

14. **Persons with Learning Disability** - a person who although has sensory, emotional, and intellectual abilities exhibits disorders in perception, listening and thinking, reading, writing, spelling and arithmetic²³.

15. **Psychosocial** - of or relating to both mind and interaction with people. For a concept to be psychosocial means it relates to one's psychological development in, and interaction with, a social environment. The individual needs not be fully aware of this relationship with his or her environment²⁴.

²¹ Guidelines on the Implementation of the Comprehensive Program for Children with Disabilities

²² http://www.unicef.org/protection/World_report_on_disability_eng.pdf

²³ <http://www.ncda.gov.ph/disability-laws/implementing-rules-and-regulations-irr/irr-of-ra-7277/>

16. **Rehabilitation** - a process-integrated approach to physical, psychosocial, cultural, spiritual, educational, or vocational measures that creates conditions for the individual to attain the highest possible level of functional ability²⁵.
17. **Residential Care Service** - refers to a service delivery mode that provides twenty four (24) hour group care living as an alternative family care arrangements to residents whose needs cannot be adequately met by their families²⁶.
18. **Special Education (SPED) teachers** - professionals who instruct students with emotional, physical, mental and learning disabilities including autism, visual and hearing impairments, and emotional disturbances to help them develop the problem-solving, motor and social skills they'll need to complete their education and live independently.

²⁵ <http://psihologiabg.com/wp-content/uploads/2011/01/The-Cambridge-dictionary-of-psychology.pdf>

²⁶ AO 2, Series of 2008, Guidelines on the transfer of DSWD Residents to other SWAs

CHAPTER IV

DESCRIPTION OF THE PROGRAM

The Music and Art Therapy Program (MATP) is a model of intervention that makes use of music and art in improving and enhancing the physical, mental and social well-being of PWDs and other residents with needs that can be met by these therapies. It aims to continue the strategy of integrating music and art in the interventions used for managing cases which can benefit from these therapies.

The MATP is available for social workers, special education teachers and other allied social development personnel by guiding and teaching them manage their clients utilizing music and arts as part of the case management process.

Music is an ancient art that has soothed minds for centuries. Music helps people regain inner peace and binds them together. It has been used to treat the sick since ancient time and used to cure depression.

Art therapy is the therapeutic use of art making within a professional relationship by people who experience illness, trauma or challenges in living, and by people who seek personal development. Through creating art and reflecting on the art products and processes, people can increase awareness of self and others to cope with symptoms, stress and traumatic experiences; enhance cognitive abilities; and enjoy the life affirming pleasures of making art²⁷.

The MATP was designed as a therapeutic technique for the purpose of maximizing the potential of PWDs especially those with neurodevelopmental disorders such as ASD.

It is a combination of two (2) therapeutic techniques which are already used by therapist to modify behavior and to enhance social skills. Combining these techniques will help the person to relax while learning. It will also help the therapist to control unwanted behavior exhibited by the clientele.

In implementing the lesson plans for the MATP, the role of the SPED teachers is very significant and follow through sessions undertaken by the beneficiaries. Coordination among the SPED teachers, and other members of the Multidisciplinary team is imperative.

If there are no regular SPED teachers, the Department, through its concerned Regional Field Offices will forge a Memorandum of Agreement (MOA) with Department of Education (DepEd) to designate a SPED teacher who shall be assigned in the residential care facility and shall receive transportation allowance and honorarium from DSWD.

The MATP shall form part of the daily routine of activities which can be applied to the different services provided inside the residential care facility i.e. Social, Health, Educational, Psychological / Productivity, Homelife, Economic, Recreational, Developmental and Spiritual Services (SHEPHERDSS)

A. OBJECTIVES:

General:

To provide psycho-social and rehabilitation support services to PWDs specifically those with neurodevelopmental disorders such as Autism Spectrum Disorder (ASD) and other individuals needing psycho-social and rehabilitation services to improve their behavior, enrich their socialization and communication skills, enhance their potentials and develop new skills through MATP.

Specific:

1. To develop basic self-help and independent living skills of target clientele to enable them to become productive members of the residential care facility.
2. To develop or improve their physical (eg. gross and fine motor), cognitive, social, emotional, psycho-social and communication skills as needed.
3. To develop the target beneficiaries appreciation of Music and Art as integral part of psychosocial development
4. To access support services for the target beneficiaries through advocacy, network building and resource mobilization.

B. TARGET BENEFICIARIES:

The target beneficiaries of the Music and Art Therapy Program are Persons with Disability (PWDs) especially those with neurodevelopmental disorders such as Autism Spectrum Disorder (ASD) and other Children with Special Needs in the residential care facilities.

CHAPTER V

PROJECT COMPONENTS

1. Social Preparation

This involves consultation meetings with the multidisciplinary team members composed of the Social Worker, Special Education Teachers, Medical Officer / Neuro- Developmental Pediatrician Doctor , Dentist, Nutritionist, Psychologist, Physical, Occupational, Speech Therapists, Livelihood/ Product Development Officers and Houseparents and Non Government Organization partners and stakeholders to establish their commitment, involvement and participation in the project implementation. During consultation meetings, the roles and responsibilities of each involved stakeholders will be defined. A Memorandum of Agreement or Understanding will be forged among stakeholders stipulating the detailed commitments of each member.

Further, this also involves identification and assessment of target beneficiaries. A thorough assessment shall be conducted by the multidisciplinary team to determine the level of autism of each child – novice, beginner, advance and upper trainable as basis for the provision of needed service/s.

2. Capability Building

This pertains to provision of continuing training activities to the multi-stakeholders team members to equip them with the appropriate knowledge, attitude and skills in the

implementation of the Music and Arts Therapy Program. This may include but not limited to project orientation and training on the Management for Children with Autism Spectrum Disorder. The continuous coaching and mentoring on MATP implementation will provide guidance and directions, address issues/challenges along MATP implementation.

3. Delivery of Services

The Music and Art Therapy Program intervention shall be integrated in the case management of MATP beneficiaries which help facilitate opportunities to improve all aspects of their lives through the provision of Social, Homelife, Educational, Psychological, Health, Economic, Recreational, Developmental, Spiritual Services (SHEPHERDSS). Multidisciplinary team members are expected to perform with the basic responsibilities of their units, to wit:

Social services, the Social Worker being on top of the MATP implementation, is in charge of the case management of the MATP beneficiaries. They shall coordinate all activities of the various services relative to MATP implementation, facilitate case conferences and rehabilitation team meeting and submit reports on the status of implementation to DSWD Field Office.

Homelife services, the houseparents shall ensure the provision of basic needs such as food, clothing etc., providing a home atmosphere, preparing and assisting MATP clients for the sessions, conducting MATP follow through activities in the cottage and preparing anecdotal/observation reports.

Educational services through the special education teachers prepares the classroom and necessary materials, prepares the lesson plans, facilitates the MATP sessions, prepares and submits assessment and progress reports, coordinates with the case manager and other team members on the progress/development of the students, assists the other rehabilitation team members in the preparation of anecdotal and follow through activities and reports.

Psychological Services, through the psychologist/s, shall conduct the client's further psychological assessment and monitoring on a regular basis, for the purposes of the MATP implementation. In special cases, he/she shall make the necessary referral to psychiatrists, neurologists or other specialists for the resident's further assessment and management. He/she discusses the results of the assessment to the center social worker and other rehabilitation team members to be integrated in the case management of MATP residents.

Health Services, through the medical officer particularly Neuro-Developmental Doctor and other allied health professionals, such as Dentist, Physical, Occupational and Speech Therapists, Nutritionist etc., shall conduct regular medical and physical assessment of MATP clients, monitors their health status, discuss the results to the multidisciplinary team and provides appropriate recommendations. In special cases where the medical needs of the residents cannot be addressed in the center, the medical officer shall refer the residents to appropriate specialist/professionals.

The Physical Therapist shall be responsible for the continuity of physical rehabilitation intervention for clientele so that they can move in a smooth and well organized movement pattern with reduced pain, built strength, increased flexibility and correct posture. This physical aspect is important in enabling the clients to achieve their highest potential through the MATP.

The Occupational Therapist shall be responsible for the continuity of intervention for clientele to achieve functional ability in the performance of their activities in the MATP.

The Dietician/Nutritionist shall be responsible to prepare and recommend variety of menu and demonstrate food preparation for both staff and clientele in accordance with the latter's nutritional needs and in consideration of their health-related requirements. He/she monitors the nutritional status of clientele and recommends for appropriate interventions. e.g. supplemental feeding

Economic services, shall prepare the client for job skills, economic activities or income generating undertakings. This involves the productivity training ranging from simple skills such as arts and crafts making use of indigenous and recyclable materials in the center such as cogan, banana leaves and newspaper etc. It also includes the provision of vocational skills such dish washing, table setting, beads accessories making, janitorial, messengerial and others geared towards economic independence which may be provided to MATP beneficiaries to further enhance their social functioning.

Recreational services activities are provided by rehabilitation team with the help of volunteers whenever available, such as sports, play and other leisure activities which further stimulate interest and promote psycho-social well-being of MATP clientele.

Developmental services includes activities that will expose the residents to broaden their environment and appreciation of the Filipino culture such as exposure to field trips/ visits, community activities eg. international abilympics, paralympics, celebrations of special events that will highlight their other talents, potentials, sports skills and contribute to broadening their socialization and communication skills.

Spiritual services enables the client to appreciate a Higher/ Supreme Being which aims to deepen their faith, belief and moral values through prayers, praise/worship and other faith based practices. It includes character building activities such as demonstration and actual practice of socially acceptable behavior

4. Advocacy

This includes the conduct of Information, Education and Communication (IEC) activities to encourage support and awareness of the community on the MATP implementation. Communication and plans both at the national, regional and local levels shall be developed by the concerned unit to harmonize, disseminate and advocate the adoption and replication of MATP in other residential facilities in the Regions.

5. Networking and Resource Generation

This involves tapping and maximizing local and international resources to support the delivery of services. This includes linkages with various individuals, groups and organizations towards achieving a common goal through sharing of resources and expertise. The network contacts should be identified and a healthy exchange between concerned parties should be forged and maintained.

6. Data Banking

Data banking, and fund management shall be facilitated and maintained by the concerned Field Offices. This includes profile of the MATP clients, services rendered, resources/network mobilized and service providers trained, among others. Data gathered shall be used and shared with concerned agencies to strengthen the data banking system shall cover the following data among others:

- a. Profile of PWD and other individuals with special needs (classification of disability)
- b. Number of clients who completed MATP who can undergo skills training and other economic interventions at National Vocational Resource Center (NVRC), Area Vocational rehabilitation Center (AVRC) and Rehabilitation Sheltered Workshop (RSW) or other training centers / institutions
- c. Social welfare interventions / services extended
- d. Network linkages and support system established
- e. Resources generated / mobilized

The Protective Services Bureau shall regularly update the inventory on the status of centers and institutions including its caseload and the available resources/programs and services provided by the centers. This will determine which client groups utilizes the MATP as part of its case management interventions.

There will be no separate reporting system considering that MATP is part of the case management intervention in the concerned residential care facility. The DSWD-PSB shall be expected to provide a standard template or format to capture the profile of MATP beneficiaries in the concerned residential care facility. The prescribed forms shall be prepared by PSB to capture the data information in monitoring of MATP implementation.

In data banking or profiling, the upper trainable clients who shall be recommended to enroll in SPED school and later for access to livelihood skills training in National Vocational Resource Center (NVRC), Area Vocational Rehabilitation Center (AVRC) and Rehabilitation Sheltered Workshop (RSW).

7. Documentation

This involves the best practices and the lessons learned from the MATP implementation shall be done by the assigned Social Worker of the residential care facility in close coordination with multidisciplinary team members for further development of intervention. It involves an in-depth analysis, determining the value of the model of intervention developed, responsiveness

and sustainability through the conduct of program review evaluation.

Documentation should be submitted to DSWD- Knowledge Exchange Center (KEC) for future utilization and reference when applicable. Documentation will cover entire process of the MATP implementation in the residential facility which includes the hindering and facilitating factors, its opportunities and threats encountered which affects the complete MATP implementation.

8. Reporting

The social worker of the residential care facility shall submit a quarterly accomplishment report in coordination with the other members of the Multidisciplinary team on the MATP implementation along with the recommendations and actions has undertaken on emerging issues and concerns. The following records shall be maintained:

- Monthly progress report of the clientele
- Monthly narrative and statistical reports
- Quarterly fund management and budget utilization

9. Monitoring and Evaluation

Monitoring includes supervising the activities in progress to ensure they are on track on schedule in meeting the objectives, performance target and fund/ budget management.

Evaluation is the systematic, objective assessment of the design and implementation guidelines of MATP intervention.

The monitoring and evaluation will be conducted on quarterly basis. The PWD focal person of PSB and the concerned regional field offices will form part of the joint monitoring team as well as the partner NGOs. The regional PWD sector focal person shall be the lead on the conduct of joint monitoring and provision of technical assistance.

CHAPTER VI

IMPLEMENTING PROCEDURES

PRE-IMPLEMENTATION PHASE:

Social Preparation Stage:

Social preparation requires activities that will develop interest and participation among concerned Field Offices and other possible partners in the implementation of the following activities:

1. Consultation Dialogue with the Key Program Partners

- The DSWD and regional PWD focal person shall conduct consultation dialogue / meeting with the Regional Director and the potential partners such as Department of Education (DepEd), Department of Health (DOH) and NGO partners to discuss the basic concept of the program.
- Assign a DSWD and regional PWD focal person to conduct the ocular visit to the target pilot areas (residential care facilities) and to facilitate the Focus Group Discussion (FGD) with the potential implementers, partners and stakeholders.

2. Identification and Needs Assessment of Target Beneficiaries

- The DSWD–CO, Field Offices and partner NGO shall facilitate the conduct of data gathering and initial assessment with the assistance of pre-identified multidisciplinary team members.

- After the initial assessment of beneficiaries, there should be preparation of the inventory on the total number of target beneficiaries of the program at the residential care facility in coordination with the partners or stakeholders
- The DSWD-CO and Field Office shall analyze the gathered data and determine the need for Music and Art Therapy Program in the target pilot areas. The DSWD and concerned Field Offices should continue to establish rapport with the regional government agencies and partners.
- The following shall be the criteria in the selection of beneficiaries of the MATP:
 - ✓ Persons with Disability
 - ✓ Must be ages 7-25 years of age (its either biological or mental age)
 - ✓ Clients who are orphans, neglected abandoned and referred in the residential care facility.
 - ✓ Not limited to the following disabilities:
 - Asperger's Syndrome
 - Developmental Disability
 - Intellectual Disability
 - Learning Disability
 - Pervasive Developmental Disorder
 - Down Syndrome
 - Cerebral Palsy
 - Visually Impaired
 - Hearing Impaired / Deaf
 - Speech/Language Impaired
 - Multiple Disability

- The DSWD-CO, Field Offices and partner NGO shall prepare assessment tool or General Intake Sheet to establish the needs and profile of target beneficiaries.

3. Project Orientation and Organization of Multidisciplinary Team (MDT)

- The DSWD-CO, Field Offices and partner NGO shall conduct the project orientation and organize the Multidisciplinary Team which is composed of the Social Worker, Special Education Teachers, Medical Officer / Neuro-Developmental Doctor, Dentist, Nutritionist, Psychologist, Physical, Occupational, Speech Therapists, Livelihood/ Project Development Officers and Houseparents in every residential care facilities.
- The implementers shall facilitate the identification of Multidisciplinary Team members who should have the technical knowledge on handling Persons with Disability specifically with Autism Spectrum Disorder.
- It is important to ensure the development of specific commitments and support of SPED teachers and full participation of the members of Multidisciplinary team and concerned NGO partners as well as the respective roles and responsibilities on the MATP implementation, among others.

4. Forging of a Memorandum of Agreement (MOA) with partner Government Agencies/ Organizations, Non-Government Organizations (NGOs) and Stakeholders

- The DSWD and Field Offices shall forge a Memorandum of Agreement (MOA) with the regional partner agencies such as DepEd and DOH for the assignment of SPED teachers and Medical Specialist (Neuro-Developmental Pediatrician) if applicable, who shall provide appropriate interventions to the beneficiaries. Indicating the functions and responsibilities of concerned parties including the allocation of funds.

5. Conduct of the Capability Building

- The DSWD-Central Office and Field Offices shall conduct the capability building activities for the Multidisciplinary team members of the concerned residential care facility. The following trainings, among others, shall be conducted to enhance implementers' attitude, competency, knowledge and skills:
 - Training on classifications / types of Persons with Disability with ASD and neurodevelopmental disorder
 - Characteristics and management of PWD
 - Orientation on Applied Behavior Analysis (ABA) as strategy on behavior modification
 - Project orientation on MATP on the concept, design and guidelines, lessons plans/ session guide and the use of the assessment tools for progress of beneficiaries.

C. DELIVERY OF SERVICES:

1. Implementation of the Music and Art Therapy Interventions

- The selected members of the multidisciplinary team which is composed of Medical Doctor preferably Neuro-Developmental Pediatrician, Psychologist, Social Worker and SPED teacher shall administer the Initial Assessment tool to facilitate screening and gather basic information of the target beneficiaries.
- If possible, and there is available service of the Developmental-Behavioral Pediatrician or Neurodevelopmental Pediatrician who shall recognize the early symptoms of autism and participate in its diagnosis and management.
- The assigned SPED teacher shall categorize if the target beneficiary is under novice, beginner, advance or upper trainable level. They will conduct planning and development of lesson and session guide for every session as per category or levels of beneficiaries
- Each members of the multidisciplinary team has defined roles and responsibilities. Appropriate services as part of the intervention plan of the case shall be provided.
- Examples of MATP activities geared towards art therapy interventions are name plate decoration, greeting card painting, mini-cupcake meals decoration, mastering

different kinds of lines and curves, writing, sketching, push or pull strokes, drawing diagonal lines in upward and downward directions, hand painting and simple verbal instructions / directions with gestures from the special education teachers.

- The SPED teacher will also supervise the beneficiary on how to use the musical instruments such as piano, guitar, cymbals, flute, tambourine for music therapy, wherein some instruments are made of indigenous materials. Other SPED teachers may have the options to play classical music using stereo speakers, cassette players or compact disc while accomplishing the different art related activities which provides relaxation to the beneficiaries.
- The Music and Art Therapy Program shall be integrated in the case management considering on the services provided in every areas such as Social, Health, Educational, Psychological / Productivity, Homelife, Economic, Recreational, Developmental and Spiritual (SHEPHERDS). The social worker who shall manage the case of beneficiary should know how to control and direct the delivery of services. Like in the case of upper trainable clients who are qualified for productivity services shall be recommended for possible livelihood opportunities.

2. Conduct of Case Conferences and Consultation Meetings

- The assigned Social Worker in the residential care facility should facilitate the conduct of case conferences on a

quarterly basis to be participated by the multidisciplinary team members and partner NGO.

- Each member of the multi disciplinary team should provide assessment, status report on the services provided and treatment plans/ goals necessary as well as recommendations to accomplish the objectives of the program.
- Conduct of case conference is the opportunity to develop / enhance the social case study report and revise the intervention plans based on the improvement of beneficiaries. The DSWD and Field Office shall target 6 cases for conference in one whole day, to validate on the services delivered to each beneficiary and cases that was referred for medical intervention from partner NGOs and hospital.

3. Conduct of Joint Monitoring and Technical Assistance

- The joint monitoring team shall compose of DSWD-PSB, STB, regional PWD focal person, concerned partner agencies, NGO shall jointly and regularly assess the implementation of the MATP intervention. A quarterly progress report prepared by the regional focal person and social worker of the center shall serve as the means of verifying the accomplishments with focus on the following:
 - Conduct of actual pilot site visit and MATP implementation
 - Utilization of the MATP monitoring form

- Conduct of MATP regular meetings
- MATP budget appropriation and utilization

- The DSWD-CO and regional PWD focal person shall be the lead on the conduct of joint monitoring and provision of technical assistance to implementers to ensure that target objectives of the program was accomplished.

4. Conduct of Monitoring and Evaluation

- The monitoring and evaluation will be conducted in quarterly basis. The selected members of the multidisciplinary team which is composed Social Worker, SPED teacher, Psychologist and Houseparent shall administer the evaluation tool to determine the level of the development or progress of beneficiary after fully completing the MATP sessions.

POST IMPLEMENTATION PHASE:

1. After Care and Follow up

- The assigned center Social Worker shall coordinate with other members of the Multidisciplinary team to review the individual case folders and progress report of the beneficiaries for proper transition to SPED school or engage to livelihood and productivity activities within the facility.
- The beneficiaries who are reintegrated with their families or relatives are properly endorsed to the concerned Field Offices for the conduct of after care supervision to ensure the welfare of the client when they are discharged from the residential care facility.

CHAPTER VII

INSTITUTIONAL ARRANGEMENTS

DSWD – Social Technology Bureau (STB)

1. Conduct consultation meeting with Department of Education (DepEd), Department of Health (DOH) and concerned Non-Government Organizations (NGOs) to determine their interest and commitment to implement the MATP.
2. Prepares the MOA with implementing DSWD-Field Offices (FO), Government Organizations (GOs), National Government Agencies (NGAs) and NGOs.
3. Conduct social marketing of the MATP for its adoption and replication in other residential care facilities under the management of FOs.
4. Conduct of joint monitoring and provide technical assistance to DSWD- FO in the pilot implementation of the MATP
5. Assist in the conduct of monitoring and evaluation of the MATP with PSB, concerned FOs, NGOs and other implementing partners.

Protective Services Bureau (PSB)

1. Provide fund augmentation for the MATP implementation in the concerned residential care facility
2. Provide technical assistance on the regular implementation of MATP
3. Participate in the regular monitoring and evaluation of the MATP implementation.
4. Ensure coordination with concerned DSWD-Field Offices
5. Consolidate the accomplishment reports submitted by the residential care facilities

Capacity Building Bureau (CBB)

1. Capacitate the members of the multidisciplinary team through provision of trainings to enhance the attitude, competence, knowledge and skills of MATP implementers on how to deal with PWD specifically with ASD and other children with special needs

DSWD Field Offices

1. Integrate and implement the MATP intervention in the case management of the FOs with corresponding budget, administrative and other logistical support.
2. Monitor and provide technical assistance to the multidisciplinary team members on the implementation of MATP

3. Assist in the conduct of capability building activities
4. Assist on the conduct of Program Review and Evaluation (PREW).
5. Prepare and submit regular accomplishment reports to PSB as part of project implementation and monitoring.
6. Document full MATP implementation including its best practices and lessons learned.
7. Facilitate the MOA between the partner agencies and NGO if applicable
8. The FO-PSU and center head shall mobilize financial or in-kind resources to the residential facility through partnership with private organizations, donors and sponsors on marketing the livelihood products of the MATP beneficiaries to earn income and to sustain the services.

Non-Government Organization (NGO) or Partner Organizations

1. Carry out their roles and responsibilities as indicated in the MOA for the MATP implementation.
2. Assist in the conduct of assessment of clients as beneficiaries of the MATP
3. Assist in the monitoring and evaluation of the project
4. Submit the required reports in relation to the MATP implementation
5. Develop and maintain network linkages with partner agencies
6. Provide referral to access service providers for MATP beneficiaries

Department of Education (DepEd)

1. The concerned DSWD-FO shall coordinate with the regional DepEd to facilitate the assignment of the SPED teachers in the residential care facility.
2. Responsible primarily in the implementation of MATP
3. Conducts assessment on the beneficiaries and facilitates the MATP lesson plans and sessions
4. Formulate lesson plans and conducts follow up sessions in coordination with the multidisciplinary team.

The Music and Art Therapy Program Session Guide

CHAPTER VIII

MUSIC AND ART THERAPY PROGRAM: AN INTERVENTION

Music Therapy

Music therapy is a creative opportunity for PWDs especially those with neurodevelopmental disorders such as Autism Spectrum Disorder (ASD) and other individuals needing psycho-social rehabilitation to express emotions within an atmosphere of comfort and relaxation. Individuals may join in the making of music or choose to listen - or both. Therapeutic experiences may include song writing, music performances, vocal or musical improvisation. No musical background or experience is necessary to enjoy the many benefits of music therapy, including:

- Positive changes in mood, relaxation, peace and comfort
- Anxiety and stress reduction
- Social interaction
- Memory recall, reminiscence and satisfaction with life
- This can help client manage pain and stressful situations; it may also encourage self-expression, communication and motor development.

Art Therapy

Art therapy is a unique opportunity for the client to express themselves creatively. Art can produce a powerful release of feelings that can improve ability to imagine and think symbolically. It can also help client improve ability to recognize and respond to facial expressions. Further, using this intervention gives opportunity to an individual with autism who has significant artistic talent, creates a unique opportunity for personal bonding and improve manage sensory issues (i.e. pain, loud sounds, etc.)

The Sped teacher offer encouragement and guidance while emphasizing the process of the artwork, not the final product. Common goals of art therapy include relaxation and stress relief, providing insight on emotions, and encouraging communication between peers. These goals may be achieved through:

- **Self-Expressive Art** - creating artwork spontaneously, based on current emotions, moods and thoughts.
- **Art Studio** - creating artwork for relaxation and as a healing outlet for stress and life transitions.

CHAPTER IX

INTEGRATING MUSIC AND ART IN DESIGNING A SESSION PLAN

In designing a session plan, the rehabilitation team members specifically the Sped teacher must consider the following:

1. **Nature of the client** (intellectual disability, learning disabilities, social emotional, behavioral problems, and speech and language disorders/delays).

It must be remembered, however, that there are different kinds of disability. Some disabilities may create difficulties in understanding things. Other disabilities create communication difficulties or difficulties in relating others. It is important though that despite the presence of disability the client can still learn and grow. This clientele group need special education because they differ from the regular or average child in terms of: 1) mental characteristics, 2) sensory abilities, 3) neuromuscular or physical characteristics, and 4) social abilities.

2. **Social Setting/Background (home and community environment)**

Client learns better in a happy and accepting environment. The rehabilitation team shall keep the atmosphere of joyful and lot of praises. Also, be creative in finding the client's interest because he/she can remember faster if he/she is interested in something that he/she is doing. Give the client

the feeling and an opportunity to speak and understand her. Build in her confidence to speak or show what he/she means before building on perfection.

3. Areas of Learning

Learning skills is a step – by – step process. We cannot expect the client to be good in folding and cutting if he/she does not have the strength and coordination of the muscles needed to finish these tasks. Give the client the time and space he/she needs to learn. The rehabilitation team must be creative in giving the client activities that will help him/her practice the skills he/she needs to develop. Use his/her interests and do not force him/her into activities which he/she does not like.

WHAT IS A SESSION PLAN?

It is written activities which direct the SPED teacher and other members of the rehabilitation team in the conduct of sessions. It indicates the general goals in order for the client to practice social skills personally and interpersonally, enhance client's potential in arts and music, provide relaxation and calm mind for the clients and develop cognitive skill relating to thought (intuition, reasoning and perception).

The session plan also shows the sequence of activities in a session. It is a set of interrelated holistic daily activities guided by the goal identified. It consists of the objective, materials needed in the activity, procedure on how to conduct certain activity and evaluation to process the learning experience.

The session plan included in this manual was taken from the SPED curriculum implemented by the Autism Heart Philippines Inc. as partner in implementing Music and Art Therapy Program at EGV and AMOR Village.

WHAT IS THE PURPOSE OF THE SESSION PLAN?

1. To help SPED teacher and other rehabilitation team members develop a specific method of teaching that required materials.

2. To serve as a detailed guide in understanding the direction on what the rehabilitation team members intend to take.
3. To ensure that the development of clients will be addressed and given appropriate actions.

HOW TO DESIGN SESSION PLAN INTEGRATING MUSIC AND ARTS IN LEARNING INTER-ACTIVE PLAY?

1. Formulate goals in order for individuals to:
 - 1.1 Practice social skills personally and interpersonally
 - 1.2 Enhance their potential in arts and music
 - 1.3 Provide relaxation and calm mind for the children
 - 1.4 Develop cognitive skill relating to thought (intuition, reasoning, perception)
2. Develop specific objective for each activity.
3. Identify materials needed in each activity.
4. Enumerate the specific procedure on how to achieve the activity.
5. Prepare questions to evaluate each activity to know if the session has achieved its goal.

CHAPTER X

SAMPLE OF A SESSION PLAN

Day 1: Giving of Nameplates, Assigning Permanent Sitting Arrangements, Setting of Rules, Giving New Lunch Boxes.

Goal: After the first session, the group shall recognize newly set instructions.

Objective	Material	Procedure	Evaluation
To develop client's skills in arts	Name plate Illustration board Crayon Colored pencil Pentel pens Decorating art materials (sequins, beads, glitters, etc)	A name tag shall be given to each client The illustration board will be given with client's name on it Provide instruction to clients on how to decorate their own name tag/ plates After decorating client's name tag/ plates, it will be placed in the name plate holder using the illustration board.	Was the client able to decorate their new name plates? Yes or No? If no, provide reason why client cannot decorate his/her new name tag/plates Recommendation

	Name tags	Proper seating arrangement will be set Name tags will be put on their seats.	Was the client able to sit on their proper seating arrangement? Yes or No? Recommendation
	New lunchboxes (to be provided to clients) Name tags	New lunch boxes with their name tags on it will be given to clients	
To develop client's sense of color identification - The client will be able to demonstrate finger exploration and deliberate movements (finger painting)	Oslo paper Tempera paint Liquid cornstarch Water color pans Paintbrushes/ hands	Introduce primary color: red, blue and yellow. Tell them that combining this colors will produce secondary colors. Follow these color combination: Red+yel- low=orange Blue+yellow=green Red+blue= violet Have them smooth liquid starch on the table and put combination of paints on top of the liquid cornstarch	What was the client able to demonstrate movements (finger painting)? Yes or No Why? Recommendation

<ul style="list-style-type: none"> - The client will be able to demonstrate visual attention and processing - The client will be able to practice hand and finger control 		<p>Make their own design using their hands. Those who prefer not to mess their hands may use brush to do their work.</p> <p>Show the finished work to them.</p>	
			<p>Was the client able to demonstrate visual attention and processing?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>
			<p>Was the client able to practice hand and finger control?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

<p>- The client will be able to express self through the use of colors and visual images</p>			<p>Was the client able to express self through the use of colors and visual images?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>
<p>- Client will discharge tension and reduce their anxieties through the art activity</p>			<p>Was the client able to discharge their tension and reduce their anxieties while doing the art activity?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

Day 2: Introduction of Art Material (Finger / Hand Painting)

Goal: After the second session, the group shall recognize art material

Objective	Material	Procedure	Evaluation
To develop client's skills in recognizing art material	Oslo paper Coloring materials such as water color and crayons Paint brushes/hands Watercolor pans White board marker	Prepare the children to use the art materials and tool such as crayons, watercolor, paintbrushes and/or hands by discussing the features of these materials first.	The client able to demonstrate finger exploration and deliberate movements (finger painting)? Yes or No? Why? Recommendation
		Encourage them to scribble on the Oslo paper using crayons. The teacher may draw lines (straight, circular, wavy and zigzag) on the board for them to imitate. Pre-moisten watercolor pans with drops of clean water 2-3 minutes using and demonstrate the use of medium.	Was the client able to sit on their proper seating arrangement? Yes or No? Recommendation

	<p>Paint over the scribbled art with the prepared water-color mixture to show crayon-resist art.</p> <p>Show the finished work to the class.</p>		
To develop client's skill in creativity		<p>Let them draw using the available watercolors.</p> <p>Give them enough time to discuss to the group what they have done</p>	<p>Was the client able to express self through the use of colors and visual images?</p> <p>Yes or No?</p> <p>Recommendation</p>
To help client express his/her feelings		<p>Let the client share with the group what he/she has done</p>	<p>Was the client able to express his/her feelings through words?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

Day 3: Abstract coloring by using Music as a Guide

Goal: After this session, the group shall be able to sing the song introduced to them and developed their social skills.

Objective	Material	Procedure	Evaluation
To develop client's social interaction with his/her partner during the activity	Illustration board Coloring materials (water color, color pen, colors) Cartolina Pentel pen	<p>Assigning children in pairs</p> <p>Children will be taught about musical names and its given corresponding color on each and every musical name.</p> <p>Children will use the "musical name" as a guide or legend in coloring.</p> <p>Both partners will color the illustration board simultaneously.</p> <p>Coloring materials should be placed in a common place like the center of the table where everyone will share.</p>	<p>Was the client able to interact with his/her partner while doing the activity?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

		<p>During the activity a music will be played like "do re mi".</p> <p>The end of the activity the group will try to sing the DoReMi song.</p>	
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Day 4: Water Coloring Blotting

Goal: After this session, the group shall be able to enhance their social skills.

Objective	Material	Procedure	Evaluation
Client shall be able to demonstrate finger exploration and deliberate movements (finger painting)	Oslo paper Tempera paint Watercolor pans Paintbrushes/ hands Picture of a flower	Show picture of a bouquet of flowers and tell them that flower and watercolors are universal subjects. Have them paint the flowers using paintbrush. Tell them to experiment how much water to use. To get intense color, use more paint and less water.	Was the client able to demonstrate finger exploration and deliberate movements (finger painting)? Yes or No? Why? Recommendation

		<p>Encourage them to explore and experiment mixing colors to create new tints and shades of color. They may include the roots, stem and leaves. Let it dry. Show the finished work to the class.</p>	
<p>Client shall be able to demonstrate visual attention and processing</p>			<p>Was the client able to demonstrate visual attention and processing?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>
<p>Client shall be able to practice hand and finger control</p>			<p>Was the client able to practice hand and finger control?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

<p>Client shall be able to express self through the use of colors and visual images?</p>			<p>Was the client able to express self through the use of colors and visual images? Yes or No?</p> <p>Why?</p> <p>Recommendation</p>
<p>Client shall be able to express their creativity</p>			<p>Was the client able to express their creativity? Yes or No?</p> <p>Why?</p> <p>Recommendation</p>
<p>Client shall be able to verbalize owns feelings</p>			
<p>Client shall be able to discharge tension and reduce anxieties through the art activity</p>			<p>Was the client able to discharge tension and reduce anxiety while doing the art activity? Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

Day 5: Introduction of Musical Instrument by Actual Instruments

Goal: After this session, the group shall be able to recognize musical instruments.

Objective	Material	Procedure	Evaluation
Client shall be able to recognize musical instruments (by its name and sounds)	Actual Musical Instrument (Tambourine, Egg Shaker, Castanets) Coloring materials (crayons, color pencils) Oslo paper	Actual instrument shall be shown to the children Sounds will be played for the children for them to recognize the sound produced by each musical instrument	Was the client able to recognize musical instrument (by name and sounds)? Yes or No? Why? Recommendation
Client shall color some of the pictures of the instruments using Do, Re, Mi as a legend		Playing some classical music while clients are coloring some pictures of musical instruments	Was the client able to color some pictures of musical instruments using Do, Re, Mi as a legend? Yes or No? Why? Recommendation

<p>Client shall be able to relax and stay calm while doing the activity (enhancing attention span)</p>			<p>Was the client able to relax while doing the activity?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>
<p>Client shall be able to pass the project at the end of the activity</p>			<p>Was the client able to pass the project?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

Day 6 and 7: Milieu Therapy

Milieu means the surroundings or environment where someone lives in being influence. This process of making substantial changes in a patient’s immediate life circumstances and environment will enhance the effectiveness of other forms of therapy).

Goal: After this session, the group shall be able to express their emotions and feelings.

Objective	Material	Procedure	Evaluation
Client shall be able to relax and behave	Piano Bond paper Coloring materials (example: crayons, colored pen)	A classical music will be played through playing the piano. The children will close their eyes and will try to imagine things while listening to the music approximately 5 to 10 minutes. After listening to the music children will now try to illustrate the things that they imagined through drawing things and coloring them. Colors must be placed at the center of the table to facilitate the social skill and behavior of the children.	Was the client able to recognize musical instrument (by name and sounds)? Yes or No? Why? Recommendation

<p>Client shall pass their output activity after the session</p>			<p>Was the client able to pass the output activity after the session?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>
<p>Client shall demonstrate interaction together with their peers</p>			<p>Was the client able to interact with their peers?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>
<p>Client shall demonstrate enhanced attention span</p>			<p>Was the client's attention span increased?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

Day 8 and 9: Paint Blotting

Goal: After this session, the children's large and small muscle shall be developed, as well as their eye-hand coordination. Using crayons, markers, and paintbrushes helps children practice the fine motor control they will need for writing later on.

Objective	Material	Procedure	Evaluation
Client shall be able to do the paint blotting	Sturdy white paper (like card stock) Tempera paints	<p>Fold the pieces of paper in half</p> <p>Open them and let your kid paint on one half. Beckett insisted on one color per paper, but feel free to mix!</p> <p>Let them close the paper and press down really well to transfer the paint to the other side of the paper</p> <p>Set aside to dry Let them go back in and add to the paintings with colored pencils or markers when they're completely dry</p>	<p>Was the client able to do the paint blotting?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

Day 10: Introduction of Grand Staff and Guitar

Goal: After this session, client's communication, social-emotional, perception-motor, and behavioral skills in children with ASDs are enhanced.

Objective	Material	Procedure	Evaluation
Client shall be able sing the "Old MacDonald"	DVD/CD Player DVD/CD	<p>If your child can't fill in the last word to a song phrase, give them a movement to imitate instead.</p> <p>This will help make your child feel successful even if they are still learning to talk.</p> <p>Set a Social Story to a familiar children's tune or chant it to a rhythmic beat.</p> <p>Melody and rhythm make the script easier to remember and can help add variety when reading the same story multiple times. Use novelty to increase motivation.</p> <p>For example, sing in a silly voice, create sound effects.</p> <p>This can be especially effective if your child appears fatigued or more difficult to engage during instruction.</p>	<p>Was the client able sing the assigned song?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

		<p>Choose relevant musical rewards. For example, if you are working on colors, allow your child to play a rainbow xylophone after identifying color flashcards, as a reward after your child completes an animal puzzle.</p> <p>Let the child identify colors on the xylophone itself rather than receiving the xylophone as a reward after identifying colors on flashcards.</p>	
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Day 11 and 12: Introduction of Piano and Piano Keys Instruments

Goal: After this session, client’s communication, social-emotional, perception-motor, and behavioral skills in children with ASDs are enhanced.

Objective	Material	Procedure	Evaluation
Client shall be able to follow color to be used as assigned in the “Do, Re, Mi” song	Crayons Bond paper	A picture of a piano will be shown to the children A sample drawing of a piano keys will be shown to the children The “Do, Re, Mi” chart used during previous sessions will be shown to the class for their reference. The children will color the piano keys correspond to the “Do, Re, Mi” chart	Was the client able to follow? Yes or No? Why? Recommendation

<p>Client shall be able to display sharing</p>			<p>Was the client able to wait and give way to other peers?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>
<p>Client shall be able to enhance skill in remembering the notes of the piano keys</p>			<p>Was the client able to remember the notes of the piano keys?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

Day 13-14: Assembling Picture Puzzle

Goal: After this session, client's communication, social-emotional, perception-motor, and behavioral skills in children with ASDs are enhanced.

Objective	Material	Procedure	Evaluation
Client shall be able to complete picture puzzle	Picture puzzle	A box of puzzle will be given to each child for them to play and complete the picture Ample time will be given to the group to finish it by next meeting (remember setting up their minds can lessen their frustrations and provide them more focus)	Was the client able to complete the picture puzzle? Yes or No? Why? Recommendation
Client shall be able to relax while playing Do, Re, Mi			Was the client able to relax while doing the activity? Yes or No? Why? Recommendation
Client shall be able to pass her/his project at the end of the activity			Was the client able to pass the project? Yes or No? Why? Recommendation

Day 15 and 16: Painting Patterns

Goal: After this session, client's communication, social-emotional, perception-motor, and behavioral skills in children with ASDs are enhanced.

Objective	Material	Procedure	Evaluation
Client shall be able to complete his/her paintings	Oslo Paper (with readymade patterns) Poster paints water colors Paint brush	Oslo paper readymade patterns will be provided for the children Children will paint patterns imitating a sample given by their teacher	Was the client able to paint the patterns? Yes or No? Why? Recommendation
Client shall be able to relax while painting and listening to a music			Was the client able to relax while doing his/her activity? Yes or No? Why? Recommendation
Client shall be able to pass his/her project at the end of the activity			Was the client able to pass the project? Yes or No? Why? Recommendation

Day 17: Making Improvised Egg Shaker

Goal: After this session, client’s communication, social-emotional, perception-motor, and behavioral skills in children with ASDs are enhanced.

Objective	Material	Procedure	Evaluation
Client shall be able to design his/her own egg shaker	Plastic egg Paint Paint brush	The children will use acrylic paint to paint the plastic egg shaker Children will imitate patterns which they already done in the previous sessions	Was the client able to design his/her egg shaker? Yes or No? Why? Recommendation
Client shall be able to understand importance of waiting		Procedure will be done while playing some classical music and songs	Was the client able to wait and give way for other peers? Yes or No? Why? Recommendation
Client shall be able to pass his/her project at the end of the activity			Was the client able to pass the project? Yes or No? Why? Recommendation

Client shall pass his/her project at the end of the activity			Was the client able to pass the project? Yes or No? Why? Recommendation
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Day 18: Making Improvised Egg Shaker

Goal: After this session, client’s communication, social-emotional, perception-motor, and behavioral skills in children with ASDs are enhanced.

Objective	Material	Procedure	Evaluation
Client shall be able to fill his/her own egg shaker with pebbles, sand or rice grains	Pebbles, sand, rice grains Glue/paste Scotch tapes Scissors	The children will choose from pebbles, sand and rice grains and fill their egg shaker with selected material Glue the egg shaker after	Was the child able to fill his/her own egg shaker with pebbles, sand or rice grains? Yes of No? Why? Recommendation
Client shall be able to understand the importance of waiting		Procedure will be done while playing some classical music and songs	Was the client able to wait and give way to other peers? Yes or No? Why? Recommendation

<p>Client shall be able to relax and will stay calm while doing the activity (enhancing attention span)</p>			<p>Was the client able to relax while doing the activity?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>
<p>Client shall be able to pass his/her project at the end of the activity</p>			<p>Was the client able to pass the project?</p> <p>Yes or No?</p> <p>Why?</p> <p>Recommendation</p>

Day 19 and 20: Making Improvised Tambourine

Goal: After this session, client's communication, social-emotional, perception-motor, and behavioral skills in children with ASDs are enhanced.

Objective	Material	Procedure	Evaluation
Client shall be able to assemble materials for the tambourine	Metal rings Bottle caps	Using hammer and no.2 nail put a hole at the center of the bottle caps Prepared bottle caps should be placed in the center of the table for them to share and so they can select the bottle caps they want Selected bottle caps will be now slide into the metal rings	Was the client able to assemble materials for the tambourine? Yes or No? Why? Recommendation
Client shall be able to understand importance of waiting		Procedure will be done while playing some classical music and songs	Was the client able to wait and give way to other peers? Yes or No? Why? Recommendation

Client shall be able to relax and will stay calm while doing the activity (enhancing attention span)			Was the client able to relax while doing the activity? Yes or No? Why? Recommendation
Client shall be able to pass his/her project at the end of the activity			Was the client able to pass the project? Yes or No? Why? Recommendation

Day 21: Practicing Music

Goal: After this session, client's memory, retention and cognition are enhanced.

Objective	Material	Procedure	Evaluation
The client shall be able to recognize and remember names of musical notes learned from previous session	Pentel pen Cartolina Piano/ keyboard/ any musical device which will help the children to imitate the melody of the song such as: Mp3, Mp4, etc	A selected song will be played for the children The lyrics of the song will be shown to the children for them to remember the lyrics The song will be played 3-4 times for them to learn the melody and rhythm of the song	Was the client able to recognize and remember names of musical notes learned from previous session? Yes or No? Why? Recommendation
The client shall be able to memorize the lyrics, melody and rhythm of the song			Was the client able to memorize the lyrics of the song? Yes or No? Why? Recommendation

Day 22: Practicing Intermission Number

Goal: After this session, client's memory, retention and cognition are enhanced.

Objective	Material	Procedure	Evaluation
Client shall be able to practice their intermission numbers	Compact disk and cassette player	For intermission numbers let children use the song from their previous lesson plan They can also select songs which they already know	Was the client able to practice the intermission number? Yes or No? Why? Recommendation

Day 23: Preparing for the last day activity, creating materials for the decoration of the room

Goal: After this session, client's memory, retention and cognition are enhanced.

Objective	Material	Procedure	Evaluation
Client shall be able to help prepare decoration materials	Crepe paper Art papers Coloring Materials Illustration board Scissors Poster paints Glue/Paste	Decoration material will depend on the teacher's preference	Was the client able to help prepare decoration materials Yes or No? Why? Recommendation

Sample Song:

Christmas in Our Hearts

Whenever I see girls and boys

Selling Lanterns on the street

I remember the child in the manger as he sleeps

Whenever there are people

Giving gifts exchanging cards

I believe that Christmas is truly in our hearts

Let's light our Christmas trees for a bright tomorrow

Where nations are at peace and all are one in God

Chorus

Let's sing Merry Christmas and a happy holiday

This season may we never forget the love we have for **Jesus**

Let him be the one to guide us as another new year starts

And may the spirit of Christmas be always in our hearts

In every prayer and every song

The community unites celebrating the birth of our savior **Jesus**

Christ

Let love like that starlight on that first Christmas morn

Lead us back to the manger where Christ the child was born

So come let us rejoice

Come sing a Christmas carol with one and joyful voice

Proclaim the name of the Lord

Let's sing Merry Christmas and a happy holiday

This season may we never forget the love we have for **Jesus**

Let him be the one to guide us as another new year starts

And may the spirit of Christmas be always in our hearts (2x)



Department of Social Welfare and Development (DSWD)
Constitution Hills, Batasan Complex
Diliman, Quezon City