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NAME OF THE SEMINAR

**MUSIC THERAPY
INCLUSION CHILDREN TO
SCHOOLS**



Definition:

- It is a therapy method using music as a therapeutic mean.
- Field of expressive therapies - type of therapies which works with expressive artistic means (music, drama, literature, art or movement).
- Sometimes the spoken word is not enough, music therapy could help more (penetrate into deeper layers of personality rather than the spoken word) or it could be combination of both.

History:

- Combination of medicine and music isn't anything new, we can find first mention in ancient Greece. But during 19th century it was taken as tricky method. After the Second World War it has appeared sophisticated concept backed by psychoanalysis and music therapy has become more important. Nowadays music therapy is separate discipline using music as a therapeutic instrument.

Classification:

- Active music therapy: patient creates the music (e.g. playing on instruments or singing etc.).

Active music therapy has these components:

- Component vocal (singing)
- Component speech (rhythmic declamation of the text)
- Component instrumental (we use games to body, play on instruments)

Classification:

- Component movement (use movement with music)
- Component dramatic (use pantomime, drama etc.)
- Component art (music drawing - creative expression with music)
 - due to using active components of music therapy sensory and mental experiences are stimulated.
 - it is developing fine and gross skills.

Classification:

- Receptive music therapy or listening: patient is listening to music, using his individual perception and feelings.
- Individual music therapy: it means that the therapist works with only one patient (client).
- Group therapy: therapist is working with an open or a closed group of patients (clients). Small group represents 3-8 patients; large group includes 8-15 patients.
- We can also meet with paired music therapy which is used with family or in collective therapy.

Music therapy in schools:

- music therapy is using a lot at special basic schools
- this type of treatment is mainly used at work with handicapped children.
- Targets of Music therapy at special schools:
- reduce developmental losses and optimize conditions of the development.

Music therapy in schools:

- adapt to environmental pressures and create space for patient's facilities.
- Support the identity and integration of handicapped people (trying to understanding themselves and world around them etc.).
- provide an opportunity to create their own strategies for solving problems, making decisions and taking responsibilities of themselves and others.

Music therapy in schools:

- Music therapy monitors **these** components: abilities of patient's movements, hearing perception, visual perception, vestibular perception, communication abilities etc.
- The most important components of using music therapy at special schools are: right choice of the group of the music therapy, importance to know the bio psycho social profile of the children, music therapy meetings should have clearly given structure, regularly keep a record sheet.

Process of the music therapy

meetings:

- 1) Preparatory part: adaption the area, where will the therapy be taken, make a nice atmosphere (e.g.: using aroma lamps, light the candles), tuning and distribution the musical instruments.

Process of the music therapy meetings:

- 2) First part: it begins with "circle of silence", the therapist is waiting for the pupils, and pupils take their seats and keep calm. Each therapist has his own ritual (it is good to keep it always same), bell signals begin and end of the meeting.
- 3) Main part: It can be divided into active and receptive activities. It is full of procedures and techniques. This part is adapted to the type and degree of disabilities of students, their abilities and skills, their needs.

Process of the music therapy meetings:

- 4) Final part: we should die away the experiences from meeting, choice the final ritual which will need the meeting. The ritual could be e.g. using bell or singing song together. This ritual signal ends the meeting.
- Music pedagogy and music therapy
 - Music therapy and music pedagogy can't be definitely separated. Many therapists have worked previously as music teachers and some of the music therapists have completed education studying pedagogy.

**Following table shows comparison between
Pedagogy and musical therapy:**

	Musical pedagogy	Music therapy
Process/product	Important is mainly the product	Important is product and process
Structure	Fulfilment predetermined structure	Area for individual given structure
Relationship	Relationship teacher - student	Therapeutic relationship
Target	Musical target	Unmusical target
Music	Aesthetic qualities of music	Therapeutic qualities of music

Important words connected with methods of the music therapy:

- Method of musical improvisation - characterized by spontaneous creation of music (game body, singing and playing on musical instruments)
- Nonverbal communication channel - It provides means of self-expression, sharing and development the social skills

Important words connected with methods of the music therapy:

- Method musical interpretation - It characterized that the patient provides the vocal or instrumental music or reproduce any kind of musical forms. To interpretation are also using musical activities and games
- Music composition - It includes creating songs, lyrics, instrumental composition or any other kind of music creation.
- Listening music (projective, somatic listening) - it is a method, when patient listen to music and reacts to music verbally or non-verbally. Music can be live or recorded, instrumental or vocal.

Important words connected with methods of the music therapy:

- Educational music therapy: meetings aren't priority of the therapeutic lessons but rather a "musical education" with music therapy elements.
- Anthroposofical music therapy: Music is seen as immanent mental, spiritual quality.
- Orff music therapy: therapeutic process is based on exchange, creating, enjoying, action and reaction.
- Orthopedagogic music therapy: summary term for music therapy which deal with working with mentally and physically handicapped.

Important words connected with methods of the music therapy:

- Polyaesthetic music therapy: work with children with multiple handicaps.
- Recreative music therapy: It offers handicapped and mentally disabled people the opportunity to play in a music band and an orchestra.
- Creative music therapy: main idea is to wake up “musical child”, using recording, using improvisation at work with children with autism and mental retardation.

Examples of using music therapy at schools:

- Music therapy is used for example in these special schools: Nursery, basic and grammar school Daneta s.r.o., Basic school in Bruntál, Basic and grammar school in Havířov – Šumperk, which offers courses of the music therapy.
- Music therapy is also used at nursery school. For example the Šluknovská nursery school in Prague.

Directive of Ministry of education, youth and sports
on integration children and students with special
educational needs into schools and school facilities
in Czech Republic:

ref. no. 13 710 / 2001-24 date June 6, 2002

- this directive follows laws § 4 paragraph 1 and § 8 paragraph 2 of Act no. 132/2000 Coll.(ensure integration children and students with special educational needs into nursery schools, basic schools, grammar schools, special schools, high special school), § 92 Act no. 129/2000 Coll., And § 11 of Act no. 147/2000 Coll.

Directive of European Commission

- European Commission - Employment, Social Affairs & Inclusion which give support for children with special educational .
- Inclusive education can be facilitated by inclusive education plans (IEPs), the devolution of provision to a local level, funding regimes with correct incentives and the provision of specialist support to teacher.
- Effective funding regimes: Funding regimes have also been found to play an important role in inclusive provision.
- Provision of specialist support to teacher: classroom assistants play a vital role in making inclusion work well in practice
- Involving parents in early intervention.

Directive of European Commission

- Ref. Ares(2015)3138354 - 27/07/2015: DG EDUCATION AND CULTURE MANAGEMENT PLAN 2015
- Treaty on the Functioning of the European Union (Articles 165 and 166 TFEU and Article 180),
- The European Structural and Investment Funds, in particular the European Social Fund
- (ESF), are the main financial instruments at EU level to support the implementation of
- country-specific recommendations in the area of education and training.

European Institutions with involvement of the European agency for special needs and education

- independent organisation that acts as a platform for collaboration for the ministries of education in our member countries.
- Their work focuses on improving all learners' achievement at all levels of inclusive lifelong learning. This enhances learners' life chances and opportunities for actively participating in society.
- Their main aim is to help member countries improve their educational policy and practice. We do this by combining the perspectives of policy, practice and research in order to provide member countries and stakeholders at the European level with evidence-based information and guidance on implementing inclusive education.

The music therapy at Czech schools:

- Some of the special school also development the inclusion of children through projects(for example: Special school and special education centre in Ždár nad Sázavou, the name of project was “Inclusion - new way of education” , financial support from European Social Fund, it began on 01.09.2011 and ended on 31.01.2013).

ICT music box as a tool for social integration:

- key component of the ongoing initiative to promote the vast potential of music and ICT as tools for national, regional and local levels to help attain the UN Millennium Development Goals.
- This Compendium contains more than one hundred projects from nearly fifty countries worldwide. Almost half are new while the rest are updates of previously published projects. The updated projects are particularly significant, indicating their continuing success and sustainability.
- Web link:
- To understand and facilitate connections between art and Information and Communication Technologies - ICT

https://www.google.be/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjiIfSy_nKAhXBZpoKHRoDCFIQFggbMAA&url=http%3A%2F%2Fec.europa.eu%2Fnewsroom%2Fdae%2Fdocument.cfm%3Fdoc_id%3D2126&usg=AFQjCNEhiLa6DMfE9jihshLAg4cfVztodA

- <http://artsonline2.tki.org.nz/resources/ict/Music/>
- <http://artsonline.tki.org.nz/Teaching-and-Learning>
- http://international-iccc.org/wp-content/uploads/2015/02/MAGR_FINAL_2011.pdf

The music therapy at Brussels schools

- The International School of Brussels (<http://www.isb.be/>)
- Alliances for inclusion(cross sector synergies and inter professional collaboration in and around schools).The alliances also includes the Community Schools(also known as extended schools) in Brussels.

Profile of Inclusive Teacher

**During our project we puzzle the profil of our
Inclusive Teacher ?**

Belgium – basic facts

- Government: Federal parliamentary constitutional monarchy
- Capital and largest city: Brussels
- Area • Total 30,528 km²
 - Water (%) 6.4
- Population 11,190,845 (2015)



Czech Republic – basic facts

- Government: Unitary parliamentary constitutional republic
- **Capital** and largest city: Prague
- Area • Total 78,866 km²
 - Water (%) 2
- Population 10,541,466 (2015)



**Thank you for your
attention!**