

**Abstracts of paperes presented by Serafina Poch Blasco
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Indications of the Music Therapy

- a) Music Therapy can be useful to help to establish a clinical diagnosis, after the musical free improvisation.
- b) With neurotic, autistic and schizophrenic children the fundamental role is psychotherapy. We try to relax, return to reality, stimulate, be a support, be a liberator, a medium for re-education, and so on.

The music is very effective in the:

- Problems of space-time structure because the Music is the Art of Time.
- Problems of thought structure. The music it is by his structure, pre-logical. The musical language it is also non-logical, out of logic. For this reason the musical language it is accessible for all human being, even by the profoundly mentally retarded or by the infant, etc.
- Emotional problems: The music over all directs toward our affectivity. For that it can helps very much in emotional problems of any kind.
- Organic problems in children with mental retardation, music therapy can help them:
 - In cases of insufficient attention from their family.
 - To help them to be integrated in the group.
 - Resolution of intra-group problems.
 - Intellectually, the music can awaken the imagination, increase the capacity of attention. It helps them to look at reality in a more emotional way, It helps to perceive the beauty of the reality around the child.

Applications of the Music Therapy in Autism and Psychosis

Interventions

SANNER (West Germany): *Music Therapy in Psychoses*

S. POCH-BLASCO (Spain): *The Importance of the Music on Autism*

R.O. BENEZON (Argentina): *The Music Therapy, first therapy for the Autistic Child.*

J. ALVIN (England): *Autism and Music Therapy.*

PIESCHL (Germany): *Music Therapy and Prayer for the Rehabilitation of the Schizophrenic and Psychotic Patients.*

Poch-Blasco's intervention

The Importance of the Music for Autistic Children

In the *Journal of Music Therapy* published by the NAMT, after 1968, there are 42 articles about Music Therapy for emotionally disturbed children but little on Music Therapy for Autistic Children and none about Music Therapy for Autistic Children in group.

This paper summarizes my work done in 1967 working as a music therapist at the Creedmoor State Hospital (Queens, N.Y.), Department of Child Psychiatry, directed by Dr. Laretta Bender, for 10 months.

It is the research about the effects of Music on the autistic child in comparison of patients with other pathologies. The age of the patients was from 3 to 12.

There were:

- 59 autistic children.
- 17 emotional problems
- 12 profoundly mentally ill children
- 5 epilepsy with dementia symptoms
- 4 mentally retarded with some emotional problems
- 2 Down Syndrome
- 2 psychopathic tendencies.

The conclusions of that research, after 10 month in sessions of 2½ hours, 3 times a week, in groups of 20-25 patients.

The research was done about the type of music preferred by them according their reactions as:

- a) the external behaviour: attitudes, gestures, facial expression.
the activity of each patient: before, during and after the musical audition of each recorded piece of music.
- b) The influence of music through their free drawings.
- c) Study of the way to play a musical instrument: the "Tone Educator" and the piano.

CONCLUSIONS:

1. The autistic children and the children with deep emotional problems reacts intensely to the music more than the rest of patients
2. The autistic children seem that they have a inner sense of the beauty of the music according their musical preferences: they prefer the more artistic quality compositions,

with harmonic interpretation, softly, modulated, inspired, the more emotive and with simple musical line and slow tempo.

3. Their reactions to the musical compositions of not much artistic quality, with musical instruments to noise, to mechanical sound, their reaction can be:

a) Inhibition: The autistic children more seriously affected do not seem to listen.

b) Aggressiveness: They show their dissatisfaction with gestures or compulsive gestures.

4. A peaceful music, without being depressive, move to the more passive autistic children to be active. They can express musically (singing) or changing place into the room. Or express creatively in their drawings. Or they come near to their companions. All this it is because the peaceful music, without being depressive, lessen the anguish state of mind which seems to be the cause of their loneliness.

5. They do not support very accentuate rhythmic music because all who is rhythmic, mechanical, increase their anguish. The autistic children more affected react with compulsive gestures. The less affected react with more isolation.

6. The type of music preferred by the autistic children it is the leitmotive of the musical compositions, the more inspired and stirring, the more delicate, interpreted with modulation and expression and with musical instruments specially: the organ, the harp, the guitar, and the piano if it has an special sonority. Orchestras with predominance of the chord instruments, but not with a cord instrument alone, as the violin, for instance.

7. Their drawings show sensibility and comprehension of the stirring climax of the music compositions they listened to. Even about some intellectual relations into the compositions listened. Could be that this children has more intellectual capacities than could seems to have. The verbal psychological tests can not measure all the capacities that the human being has.

8. The way that they play the "Tone Educator" reflected an oscillating vitality, according the theory of Prof. López-Ibor.

9. The fact of the quite compulsive interest for the music by the autistic children, decrease as the patient is going well. This it is a very good signal because the music it is a medium only.

There was not relevant amelioration for the profoundly mentally retardates.

I did use also dance free expression.