

## 甚麼兒童需要接受音樂治療呢?

- ✦ 先天及後天導的言語及溝通障礙等
- ✦ 親子關係問題、社交困難
- ✦ 專注力不足/過度活躍症
- ✦ 特殊學習障礙
- ✦ 成長遲緩
- ✦ 自閉症



### 自閉症

音樂的流動感容易使自閉症兒童對音樂產生共鳴。而音樂內的重覆結構很自然地給予自閉症兒童「預知」的感覺，再配合旋律及節奏加以變化，能為他們提供一個安全的空間。這不但可使重覆的練習變得不沉悶，更提高了學習的興趣，藉以提升互動的社會性行為。

### 特殊學習障礙

透過肢體律動、即興表演、樂器合奏及唱遊等活動，讓參與的兒童得到成功感，從而增加學習動機，提昇認知能力、語言表達、自我概念、動作發展、學習興趣及參與度等能力，改善知覺動作能力與促進人際互動關係，達到適當的社會適應能力、溝通能力以及自我表現能力的發展。

### 親子關係問題、社交困難

音樂是以一種非語言的溝通方式，音樂治療師能促使受助兒童透過音樂及樂器，以非語言的方式表達出他們無法用言語表達的內心情感，讓情緒發洩出來。透過即興唱作和即興演奏的元素，促進他們的溝通、表達和應對能力，從而進一步提昇團體合作性和社交技能。

### 專注力不足/ 過度活躍症

在音樂治療過程中以多種音樂元素及感官刺激，為專注力不足的兒童進行注專力和記憶力訓練。音樂更可以刺激大腦活動，有助語言、專注力和記憶力的發展。

### 成長遲緩

成長遲緩涉及範圍甚廣，可能包括手眼不協調或動作不協調、聽障、肌肉和智力發展問題等。音樂治療師能透過音樂達到個別需要的治療目標，如帶動的發展遲緩和肢體殘疾兒童進行跳舞或律動遊戲，使他們在輕鬆又歡樂的氛氣中，進行各種音樂互動，從而增加身體各部的肌肉訓練、肢體活動的力度及幅度、改善智力發展、空間感、動作策劃能力和協調能力等。

### 先天及後天導致的 言語及溝通障礙等

音樂對言語及溝通障礙等的兒童來說，是一種非語言的溝通工具。它能誘發他們的活動與內在的情緒。透過音樂欣賞、唱遊、即興表演和樂器合奏等活動提高其自我認同。在輕鬆又歡樂的氛氣中，使他們不知不覺地提升語言表達、應對及自我表現能力，更能適應社會。

## Substantial benefits of Music Therapy is clinically proven in clients with:

- ✦ Autism
- ✦ Attention Deficit and Hyperactivity Disorder
- ✦ Specific Learning Difficulties
- ✦ Developmental Delay
- ✦ Parent-child Relationship Problems
- ✦ Social Difficulties

Music Therapy is generally applied to assist students with special education needs in order to facilitate their potential and improve their learning efficiency.

### Developmental Delay

Children with developmental delay can be identified with poor hand-eye coordination, hearing impairment, intellectual delay or muscle development. Children with physical disability can increase intensity of physical activity, sense of space and coordination in a relaxed and convivial atmosphere through rhythmic games and exercises.

### Parent-child Relationship Problems

Through music, a kind of non-verbal communication can facilitate children to express their inner feelings which cannot be expressed in words.

### Social or Communication Difficulties

Improvisation, impromptu singing, and instrument ensemble can further enhance cooperation and self-recognition. Children with social and communication difficulties can build up non-verbal response to release their internal emotion and achieve adaptation in a relaxing environment.

### Specific Learning Difficulties

Through rhythmic body movement, improvised instrumental ensembles and singing, students can develop initiative to learn and overall improvement in cognitive skills, language, self-actualization, motor development, participation, interpersonal relations and communication skills.

### Attention Deficit and Hyperactivity Disorder

During the Music Therapy sessions, various musical elements and sensory stimulation can consolidate focus and memory and stimulate brain activity in assisting the language, concentration and memory development.

### Autism

The sense of movement and flow of music and the repetitive structure create a predictable and secure containment for the autistic children to resonate and interact. Music coupled with melody and rhythm changes can enhance their interests in learning as well as social interactions.



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Reference

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