

“Ritorniamo..!”

La storia della musicoterapia con gli studenti ad una scuola secondaria

Dr. Philippa Derrington



Verona, 5 Luglio, 2014

- From 2 hours to 1 day/week working with students in a Social Inclusion Centre at a mainstream school



The music therapy garage





- The Centre School - for students with severe emotional, behavioural and social difficulties
- 36 boys, 4 girls



The school day offers:

- Breakfast
- Computer games, table tennis, pool and table football
- Classroom-based lessons
- Learning through off-site activities, such as community projects, cooking, art, DJ-ing, sports including go-karting and fishing
- Music therapy



Lewis, 13
 Excluded from schools
 Challenging behaviour
 Committed to music therapy
 Aims include: allowing Lewis to explore issues of control, helping him to cope with sharing and working with someone else.

The need to grab every opportunity for musical interaction

La necessità di afferrare ogni occasione di interazione musicale

"I don't know I think that was pretty good!"

- 1 day funded by the hearing support service for students



- Why do students choose to come
- Promote music therapy in this field in the UK
- Opportunity to hear their views



- 2 days for research (3 years)
 - 2 giorni per la ricerca (3 anni)

Does music therapy help to improve the emotional well-being of adolescents at risk of underachievement or exclusion?



THE
MUSIC
THERAPY
CHARITY



Leading education
and social research
Institute of Education
University of London



Anglia Ruskin
University

- ▶ Does music therapy increase self-esteem, improve integration with peers and motivate adolescents to learn?
- ▶ Does music therapy have a significant impact on attendance and behaviour?
- ▶ Does music therapy reduce anxiety?
- ▶ Does any impact from music therapy have a lasting effect once therapy sessions have finished?

Students at risk of underachievement and/or exclusion were referred

- 22 students took part
- Two groups of students (cross-over design)
- Teachers and students completed questionnaires
- Students were interviewed



KEY FINDINGS from the questionnaires

- 58% of teachers reported improvements in all students' social development and attitude overall
- 56% of mainstream students' recognition of self-concept increased
- 95% treatment adherence



KEY FINDINGS from the interviews

- 56% of mainstream students said that their concentration had increased
- Students liked the combination of talking and playing in sessions
- Students liked the sense of freedom to play, choose and have fun
- Sense of achievement

Student 1:

“Lessons, they can sometimes be boring but when you do music you can let your expressions out onto it.”

Has it made a difference?

“It’s actually made me a lot happier and has got me...what’s the word? Better.

I felt really like all the air just gone and I was just break free”

Student 2:

- “It’s been really fun and it’s made me a lot more happy and a lot more head held high when I come out of there. Cos I do feel, I feel like I’ve achieved something more than anything.”

Student 3:

- “It makes you feel better about going to school as well. It makes you feel pretty much a lot more better about everything I would say.”

Before music therapy:

How do you express yourself?

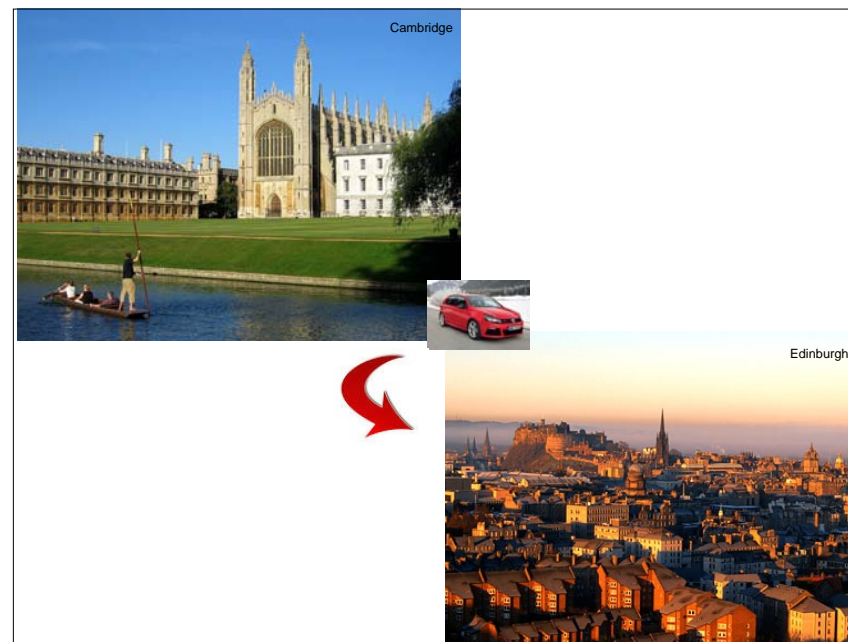
“Last time I expressed myself I tripped over my last headmaster and that was funny”

After music therapy:

How do you express yourself?

“I talked about my problems and stuff... She always listened. If you got nobody to listen to you then you got nobody at all”.

- 5 days funded by the school
 - 5 giorni alla scuola
- Music therapy becomes a full time, permanent post
 - La musicoterapia continua tempo pieno alla scuola, è un posto permanente



- Handing over to the new therapist





Grazie per la vostra attenzione!

pderrington@qmu.ac.uk