

Possibilities of using music-puppet therapy
and psychocorrection by maternal singing in work with children with disorders
development

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Specific problems in the development of the personal sphere of children with developmental disorders and a general impairment of the child's ability to establish adequate contact with the surrounding society [3] have a significant traumatic effect on all family members, affecting their emotional status. However, the main burden of raising a special child falls, as a rule, to a greater extent on the shoulders of the mother. Education and, in general, communication with a special child is a long-term stress-generating psychological factor that affects the personality of the mother [1], who needs timely and competent psychological support.

The results of a survey of 50 mothers who were with children undergoing treatment at the Center for Pediatric Psychoneurology, according to the hospital scale for assessing anxiety and depression (HADS, AS Zigmond, RP Snaith, 1983) confirm the fact that emotional and social stress in parents raising children with special needs, leads to the development of neurotic states [4]. 42% of mothers had subclinical anxiety, 22% had subclinical depression. Noteworthy is the high percentage of clinically pronounced anxiety (6%) and clinically severe depression (10%), which suggests the risk of impaired social adaptation.

However, the development of the mental and motor functions of children is largely associated with the degree of closeness to the mother, with the quality of emotional communication, bodily interaction (Boulby J., 1969); the mother's empathy allows the child to explore the world around him, learn, adapt to new situations (Ainsworth T., 1978). At the same time, among the behavioral features of mothers with children with disabilities, the unemotional nature of cooperation, inability to create a situation of joint activity, and insufficient need for communication with a child were noted (Khairtadinova L.F., 2005).

This situation requires special comprehensive approaches when working with families raising children with developmental disorders, especially in the field of harmonizing the emotional sphere of parent-child relations.

The importance of music-puppet therapy, using lullabies and the corrective capabilities of mother singing in strengthening children's physical and spiritual health, can hardly be overestimated [2, 6].

The role of the intensity of sound, smoothness and timbre of the mother's voice in building emotionally harmonious communication with the child is extremely great. The mother's voice is the main channel for communication with the environment for the child. When a mother sings lullabies related to sedative musical influences, the child feels calm and safe.

However, numerous observations show that in some cases the mother's voice may have such characteristics (pitch, timbre, loudness, harshness, lack of expression and fluency) that can lead to emotional stress in the child. Voice, like music, can carry one of the specific sound algorithms (S, T, HR), which triggers the corresponding hormonal response in the child's body [6].

19 mothers with children aged 2 to 5 years with autism spectrum disorders (F84.01, F84.02, F84.8, F20.8) took part in experimental psychocorrectional work using music-puppet therapy and the mother's voice. The indications for the appointment of family correctional work were considered to be the excitability of children, poor falling asleep, fear of medical manipulations, and general difficulties in adaptation in a hospital setting. During testing, it was found that most mothers need voice correction and special vocal training. When asked whether they sing lullabies to their children to calm them down or when falling asleep, only 14.8% answered in the affirmative; embarrassment, fear, lack of confidence in their abilities and belief in the absence of "hearing and voice" were expressed by the overwhelming majority of the respondents (89.7%); when asked if his mother sang lullabies herself,

In the structure of the developed correctional and developmental program for music therapy in a neuropsychiatric hospital, a section was introduced on vocal therapy (teaching mothers to sing therapeutic lullabies), which includes the following components: soft and correct intonation, moderate volume and smoothness of reproduction. A qualified selection of the repertoire was also carried out, which is no less important, since most of the existing lullaby songs have musical and textual contraindications. In addition to this, mothers were trained to create a helper doll singing with the help of modern technical means, which reproduces a specially processed mother's voice (using sound recording).

The course included 40-minute one-to-one and micro-group sessions held twice a week in the afternoon. Repeated classes were carried out after 6 months.

The result of the effect of a complex of expressive means (S of the voice algorithm, smooth and expressive singing, a melody containing the archetype of meditation) on the body of the mother and child was a decrease in aggression, anxiety and fears [2, 6].

Also, there was a normalization of blood pressure, equalization of breathing and stabilization of the pulse, relaxation of the muscles [5, 6, 7].

The process of creating dolls in combination with euphonious lullabies provided invaluable experience of communication and expression of feelings, as a result of which there was a pronounced decrease in psychoemotional tension and an improvement in mood.

It is known that these classes require a special concentration of attention when the creative dominant suppresses the pathological one.

After the conducted musical therapy, the behavioral reactions of children with autism spectrum disorders and their mothers were systematized. Mothers' reactions were dominated by the desire to

tactile contact with a child, stroking, smiles, kisses, affectionate words. 27.1% of children already in the first lessons showed a positive reaction to maternal singing. In 57.9% of children, during the course of the course, a gradual disappearance of protest reactions to sound effects, expressed in leaving, loud screaming, crying, covering their ears or their mother's mouth with their hands, was noted. There was an increase in the level of empathy, an improvement in the auditory and tactile contact between the mother and the child.

In only 14.8% of cases, the use of lullabies was not effective. On average, after 2-3 sessions, children began to listen, they could approach their mother, touch or snuggle up to her, relaxed, and sometimes fell asleep.

The stereotype of musical preferences (one or two pieces causing positive psychophysiological reactions) was observed in 67.5% of children, the rest had a wide range of preferences, which made it possible to diversify the correctional work.

Among the most pronounced reactions of children, the following can be mentioned. A 6-year-old girl, characterized by increased excitability, lies down and closes her eyes a few seconds after her mother begins to sing her favorite lullaby. A boy, 5 years old, experiencing a pronounced fear of medical manipulations, calms down when the mother sings a lullaby not only before the start of the procedure, but also during it. A girl, 3 years old, with alalia, rude negativism, aggressive actions towards her mother, listens to the singing of a bayun cat with her mother's voice and stops crying for 15–20 minutes, the muscles relax, and a smile appears on her face. A 5-year-old boy, with dyssomnia and pronounced demonstrative-protest reactions, falls asleep in the classroom in his mother's arms during the day, which cannot be achieved in other ways.

Thus, a well-chosen lullaby song in the correct maternal performance has significant psycho-corrective capabilities, helping to achieve more harmonious communication with the child at the level of subtle non-verbal reactions. Using her voice correctly with the expression of feelings of love and tenderness, the mother becomes less detached, more sympathetic, empathic in interaction with the child. The archetypal patterns embedded in the lullaby reveal and enrich the inner resources of maternal love, which is especially necessary for a woman raising a special child. All this allows us to consider this technique as one of the most effective for psychocorrectional work with children with developmental disorders.

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