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Early Intervention for Autism

Determining the efficacy of
Musical Interaction Therapy

Presentation outline

- Early social development in typical infants c.f. those with Autism.
- Social timing: a critical difference
- Musical Interaction Therapy (MIT) addresses social timing
- DVDs of MIT
- Results of case study evaluation

A social interaction model of development in typical infants

- Social timing sensitivities and skills are crucial to enable interaction flow (re: pitch, tone, intonation, turn-taking etc)
- Preverbal communication enables and contributes to development of joint understanding, social agency, gesture, teasing, empathy and symbolic functioning (pretending, language).

Early Autism Difficulties and
*introduction to Helen (3yrs,
evaluated case study)*

Early **Autism** Difficulties *and intro to Helen (3yrs)*

- **Difficulties in Social Interaction** (*lack of social timing, eye-contact*) impairing other more sophisticated developments (*hence no teasing and empathy*)
- **Difficulties with Language** as lack of preverbal conversations affects development of flexible symbols (*no gesture/spoken language*)
- **Difficulties in Flexible Thinking and Play** also depend on symbolic functioning (*obsessions, no pretending*)

Musical Interaction Therapy

Currently offered at the William
Mathias Music Centre,

Co-funded by Gwynedd & Anglesey
LEAs with the Welsh Arts Council

Supported by SCS Clinical
Psychologists from NWW NHS Trust

Musical Interaction Therapy Is it effective?

4 months video assessments pre MIT to determine
developmental trend lines

1 year of twice weekly MIT plus
assessments without music for initial 7 months

2 yr Follow Up assessments

Statistically significant positive changes recorded for pre- and post-MIT periods

Wimpory, D. et al (1995) Musical Interaction Therapy - An evaluative case-study with 2-year follow up...JADD, 25 (5) 541-552.

Wimpory D. and Nash, S. (1999) Musical interaction Play Therapy. Child Language, Teaching and Therapy, 15, 17-28.

Wimpory, D. et al (2000) Are infants with Autism socially engaged?.... JADD, 30, 252-36.

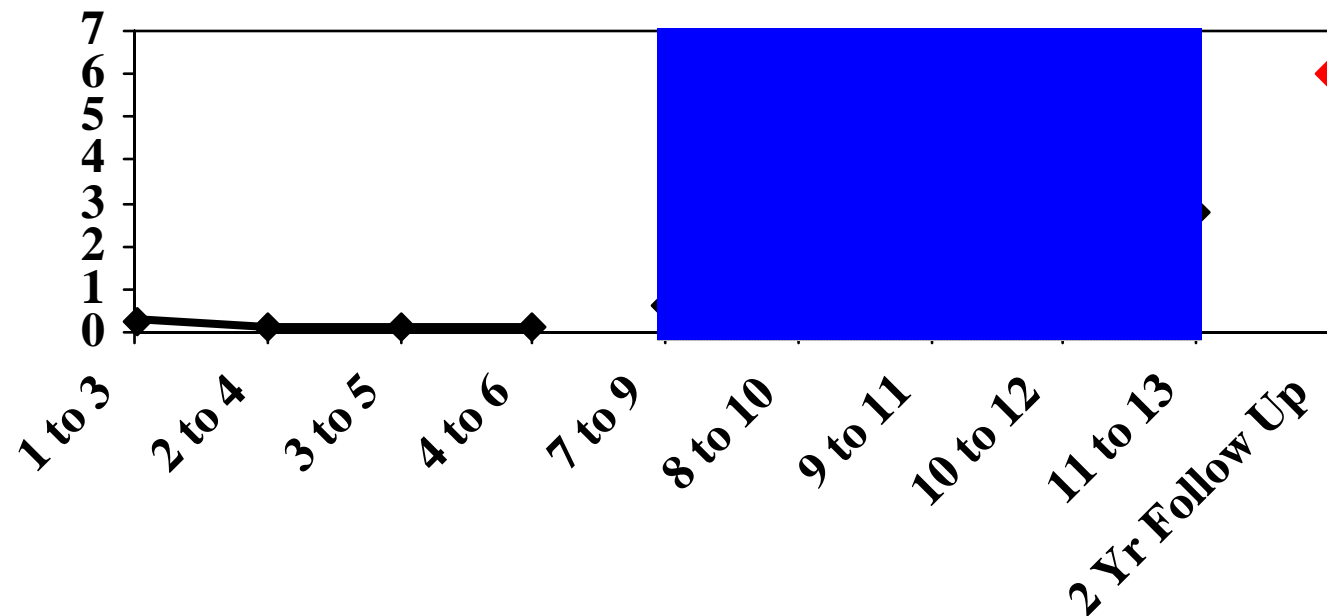
Wimpory, D. et al (2002) Social Timing, clock genes and Autism.. J of Intellectual Disability Research, 46 (4) 352-358.

Wimpory, D. et al (in process of JADD submission) What facilitates social engagement in preschool children with autism?

Statistically significant positive changes recorded for pre and post MIT periods, in:

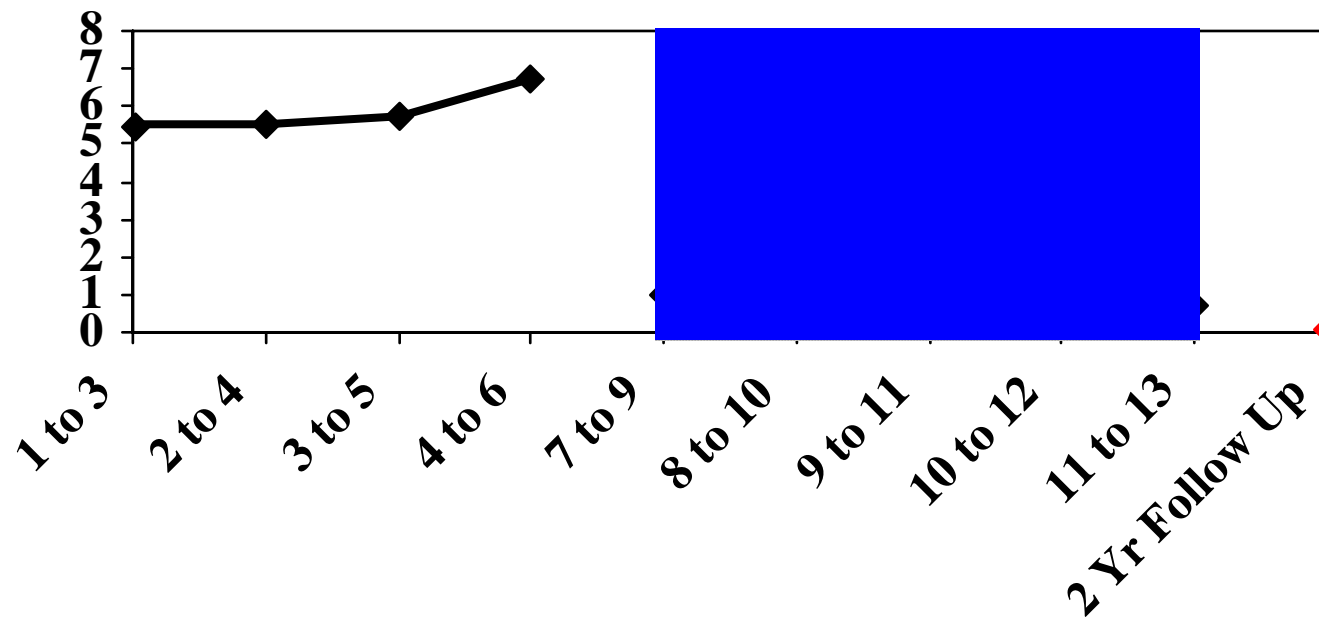
- frequency of eye-contact,
- readiness to socially acknowledge mother
- initiations of interactions
- length of interactions (in turns)
- child's creative contributions to interactions
- Also, pretend play established in MIT period.

Eye contacts per minute during play with toys



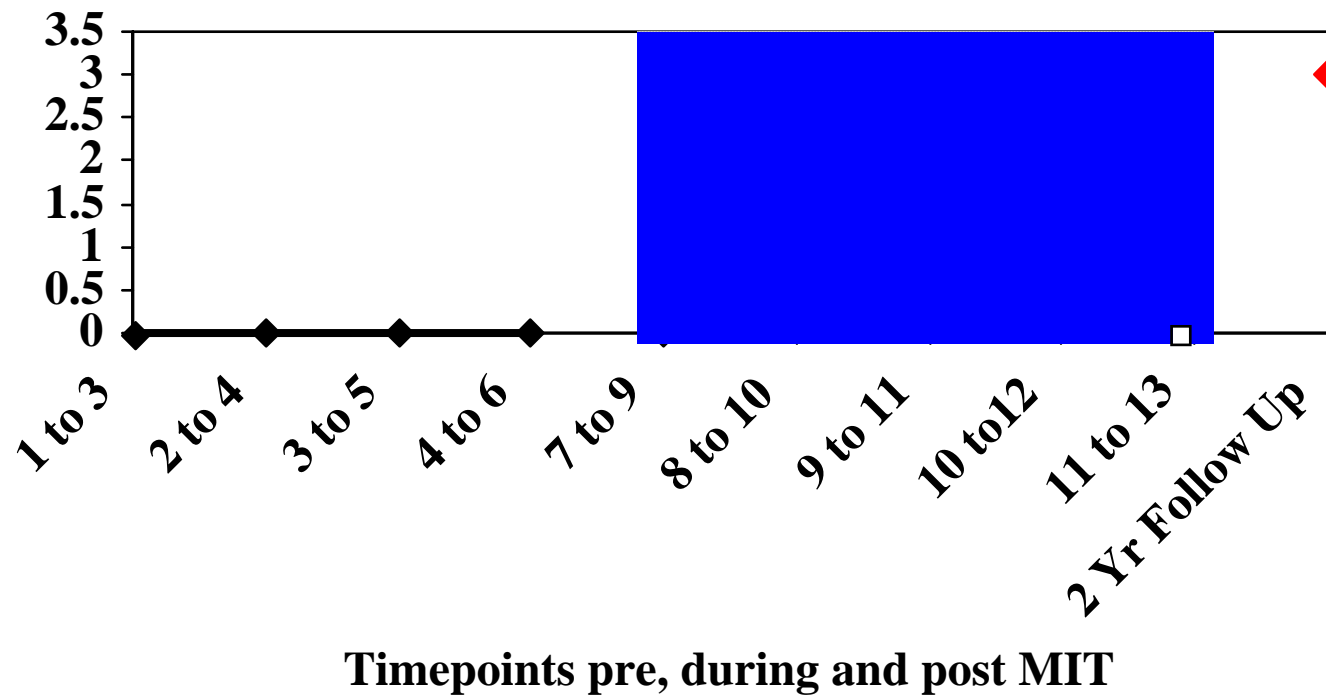
Timepoints pre, during and post MIT

Minutes passed without Social Acknowledgement (Mo. passive)

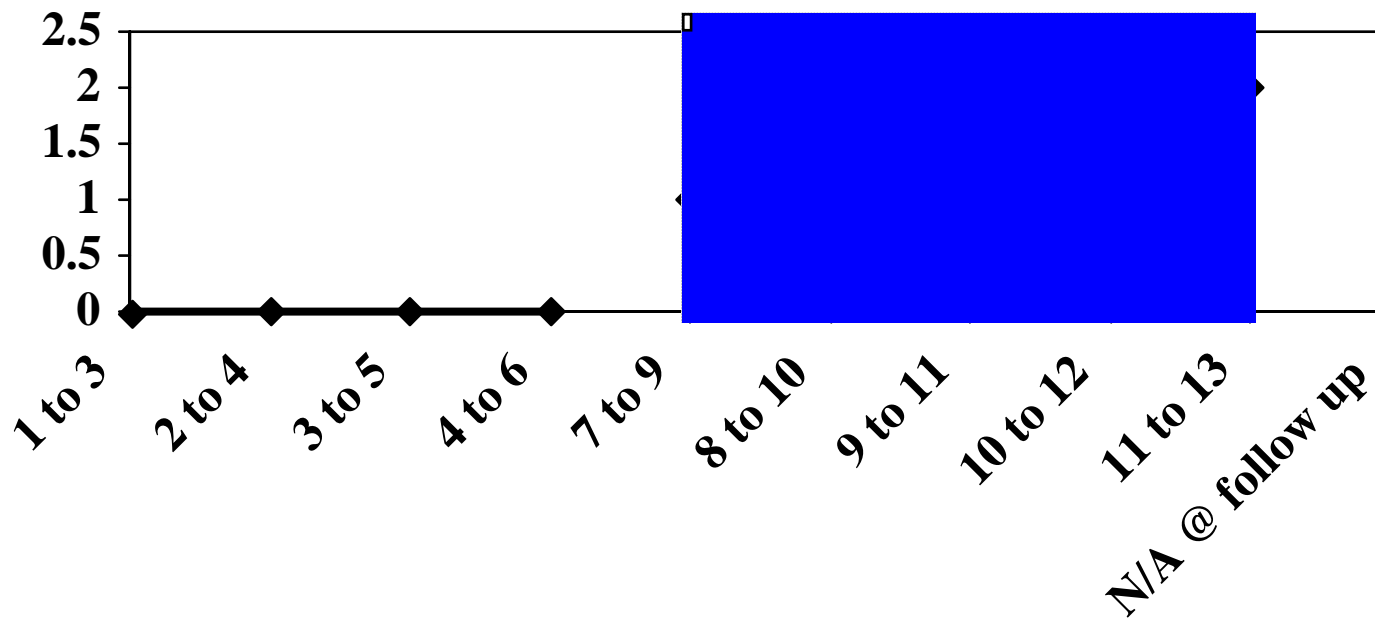


Timepoints pre, during and post MIT

Child's changes to established interaction patterns



Child's initiations of social engagement (mostly preverbal)



Timepoints pre, during and post MIT