"Now That’s What I Call Tadworth!": A multidisciplinary, music group facilitating peer-to-peer interaction between girls with Rett Syndrome

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Rationale for Groups

With increased sensitivity to social relationships and interactions with peers, adolescents preference for immediate rewards is intensified by the presence of their peers. The brain is more responsive and connected when this happens; both emotionally and cognitively and therefore the adolescents learn more when part of a group (Steinbeck, 2014).

Methods

- This group allowed members to experience a social gathering with their peers
- 10 x 60 minute sessions of shared music listening were offered (see figure 2)
- The members were monitored by staff and behaviours were recorded on individualised recording sheets tailored to their alertness, and behavioural mood indicators e.g. smiling or increased movement

Secondary Aims

- To provide opportunities for independent peer-to-peer interactions
- To empower carers to deliver meaningful activities outside of school hours
- To skillshare with other members of staff

References

- Langguth M, Lopresti B, Hall D, and Gold C, 2016, Neurophysiological responses to music and enhanced social skills in Rett.
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- Prechtl, F. H., and Oppenheimer, D., 1980, Neurophysiological responses to music and enhanced social skills in Rett.
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Discussion

- There was evidence of peer to peer interactions
- Data collection was variable and lacked consistency but the process was useful in trying to calculate how to measure peer to peer interactions
- When situating this within Robey’s model for clinical outcome research this piece of clinical work is situated within phase 1 where a therapeutic effect (increased social participation) was being detected (Robey, 2004).
- The next step is to formalise this research and begin to have more stringent measurements of the girls’ interactions

Figure 1: Multidisciplinary team objectives

Figure 2: Session Structure

Figure 3: Example of one participant’s interactions