

Music therapy is a valuable clinical intervention for people of all ages and abilities. It can work where other therapies cannot, making connections and providing vital support.

We all relate to music because it connects with what it means to be human. Our bodies work to rhythms – from our heartbeats to our sleep patterns. Even the way we speak has the tones, rhythm and structure of music.

You don't need to have any musical skills to benefit from music therapy. It's not about being able to play an instrument or learning musical skills. It's about making a connection and enabling people to communicate. We have seen people who are unable to interact with others find their voice through music therapy.

Our sessions are conducted by highly trained, registered therapists who use active music-making to engage and interact with the person referred and work towards improving their health and wellbeing.


Music therapy is widely recognised as a highly effective health intervention both locally and internationally. At Every Day Harmony, we have wide experience of its value in supporting adults with disabilities.

Professional music therapists are Allied Health Professionals and are registered with the Health and Care Professions Council.

Contact us to find out more.

+44 (0)28 9081 4417
info@everydayharmony.org
www.everydayharmony.org

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The Northern Ireland Music Therapy Trust
trading as
Every Day Harmony
Unit 4 McKibbin House
Eastbank Road, Carryduff BT8 8BD
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**EVERY
DAY
HARMONY**
MUSIC THERAPY

**Music Therapy
for Adults with
Disabilities**

The main outcomes of music therapy for adults with Learning, Developmental and Physical Disabilities are:

- Communication Skills: improving verbal and non-verbal communication through singing, vocalising and instrumental play
- Social skills: developing eye contact, turn-taking and interaction through shared music-making
- Cognitive skills: improving focus, shared attention and processing
- Emotional needs: providing a supported and accessible outlet for feelings, developing self-expression and self-esteem
- Physical skills: developing movement and motor skills



Thomas was referred to music therapy by staff in his day centre for adults with learning disabilities. He is non-verbal and has autism with a severe learning disability.

The referral form spoke of his isolation in the centre and his difficulty with engaging with other clients and in other activities due to episodes of challenging behaviour and obsessive tendencies.

Thomas attended individual sessions every week for 18 months. The therapist offered Thomas a choice of instruments that he could use to improvise with her – removing the barrier of language.

After an assessment period, aims set centred on Thomas's ability to interact using the music – becoming more aware of the therapist accompanying him as he played, and developing ways of using the music to converse with each other, mimicking social interactions outside the therapy room.

Thomas showed little awareness of the therapist at first – only exploring fixed patterns of play. As time went on, Thomas became more aware of the therapist meeting him in the music, and the music became more of a dance and conversation between both – skills useful outside of the therapy room.

Thomas will soon join a group with some of his peers to further develop these skills.

“...removing the barrier of language”



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