

Assessment of the quality of relationship in music lessons – a new approach

Joint (ad)venture of music therapy and
music pedagogy



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Overview

- * Assessment of the quality of relationship
- * AQR-Assessment Tool in music therapy
- * Examples of the AQR method
- * Benefit for music and dance pedagogy
- * Adaption of the AQR-Assessment Tool
- * First glances on the AQR approach in inclusive music and dance lessons

Relationship in music pedagogy

- * Teaching quality
 - * Teacher-pupil interactions
 - * Teacher-student relationship
-
- * Only few concepts of quality of relationship

Assessment of the Quality of Relationship (AQR)

- * The AQR-Assessment Tool

- * developed for music therapy (especially autism)
by Karin Schumacher and Claudine Calvet

Reference: Schumacher, K., Calvet, C. & Reimer, S. (2013).

Das EBQ-Instrument und seine entwicklungspsychologischen Grundlagen (2. Aufl.).
Göttingen: Vandenhoeck & Ruprecht. English edition will be published in 2018.

- * The AQR-Assessment Tool focuses on the way how relationships
 - * to oneself (body and voice),
 - * to objects (music instruments) and
 - * to others (the music therapist)are built.
- * With the aid of specific characteristics the quality of this ability for relating can be assessed and therefore determined in a comprehensive way.
- * Observation through microanalysis of videographed situations.

Theoretical background

- * Daniel N. Stern's Model of Development (1985, 2007)
 - development of the Self and Selfconsciousness
- * Early organisation of behaviour according to Heidelinde Als (1986)
 - four basal adaptive behavioural systems for self-regulation
- * Attachment research (Bowlby 2001; Grossmann & Grossmann 2004)
 - ability for relationships and affect regulation
- * Infant research (Dornes 2000; Sroufe 1997)
- * Brain research (Hüther 2005; Spitzer 2002)

Qualities of Relationship

- * Perception ability / openness
- * Communication ability / dialogue
- * Affect regulation / emotions
- * Experience of oneself
- * Experience of the other
- * Joint attention

Assessment of the Quality of Relationship (AQR)

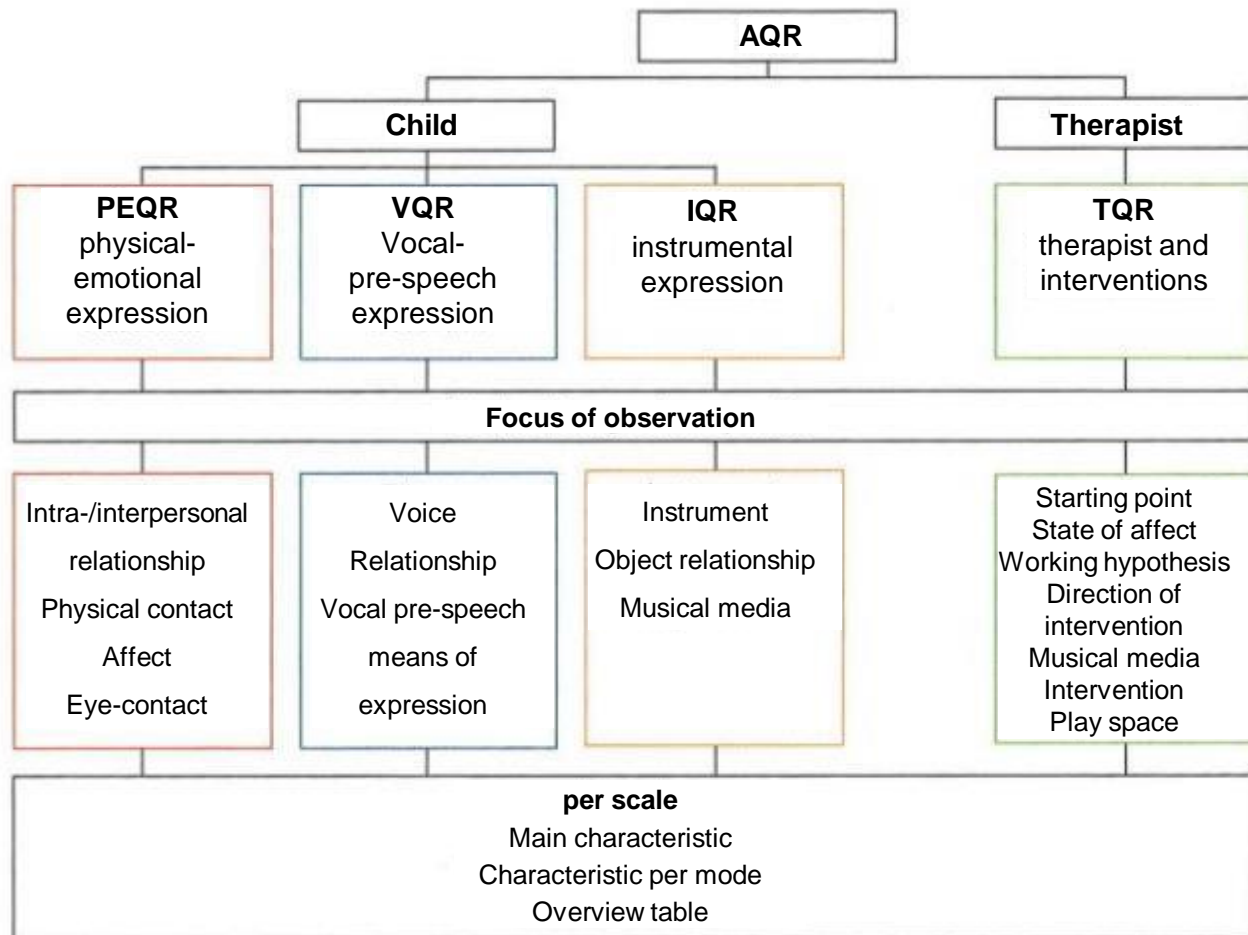
- * four scales
 - * **Physical-Emotional Quality of Relationship**
 - * **Vocal - pre-speech Quality of Relationship**
 - * **Instrumental Quality of Relationship**
 - * **Therapeutic Quality of Relationship**
- * qualitative-quantitative research method

The 7 qualities of relationship (7 modes)

The respective quality of relationship of each scale can be represented by seven so-called modes (increasing in the ability to relate):

- | | | | |
|---|--|---|---|
| 0 | lack of contact /
contact rejection | 4 | contact to another/
intersubjectivity |
| 1 | sensory contact /
contact reaction | 5 | relationship to another/
interactivity |
| 2 | functionalising contact | 6 | joint experience /
interaffectivity |
| 3 | contact to oneself/
self-awareness | | |

Structure of the AQR



IQR - Instrumental Quality of Relationship

Focus of observation

1. Instrument

The duration and way of handling, or the way of playing are evaluated in regard to the quality of relationship.

2. Relationship to object

Developmental psychological research about the way objects are handled and later how they are played with and related to interpersonal relationships are taken into consideration.

3. Musical media

The way of playing instruments, the approach and expression, are described through analysis of the musical parameters: sound, rhythm, melody, harmony, dynamics and form.

4. Play space

Here the playing space and especially the musical range on one instrument including the scope in joint playing is evaluated.

Modus 5 Relationship to Another / Interactivity

The main characteristic is the developed ability to imitate and to join in. In playing in form of a dialogue, mutual exchange of motifs, relating to each other as well as making alternate pauses, become evident.

Instrument

The instrument is played in form of a dialogue, often also in connection with vocal expressions:

- a. Imitation of motifs
- b. gap - filling
- c. mutual exchange of motifs, as in question and answer games.

Object relationship

The musical instrument is consciously played and leads to dialogue of longer duration.

Musical Media

- a. Rhythmical and melodic motifs are imitated
- b. The playing results from a pre-set musical form
- c. One's own playing is interchanged the playing of another in the form of a dialogue. Rhythmical and melodic motifs are initiated alternately and then mutually imitated. There is an awareness of dynamics and expression in both players. A form develops through increasingly conscious playing and leads to repetition.

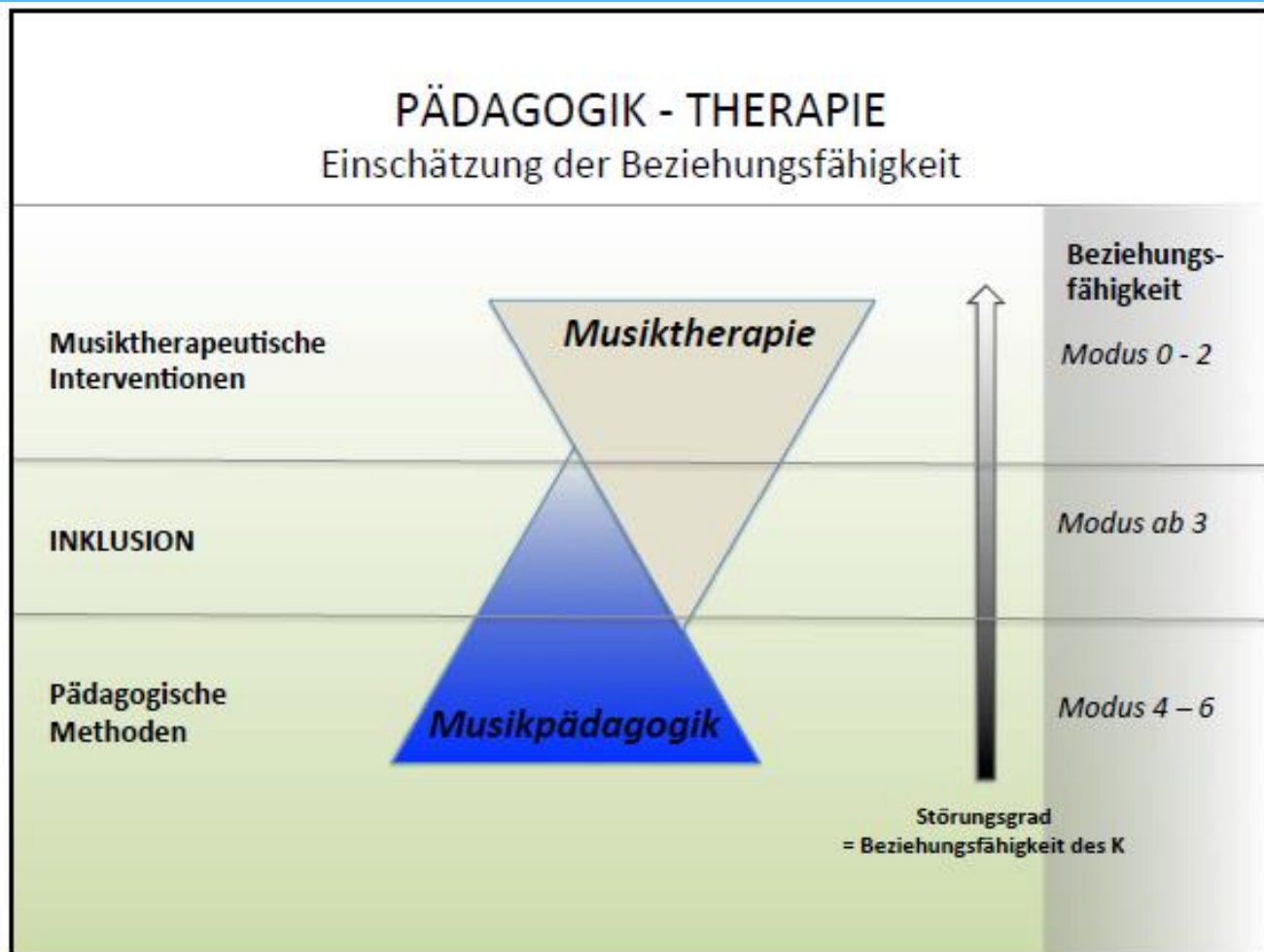
Play space

The play space is shared with another, it is mutually "negotiated".

Examples from musictherapy

- * Mode 1 – sensory contact
 - * IQR (Monochord) & TQR
- * Mode 4 – contact to another
 - * PEQR & TQR
- * Mode 5 – relationship to another
 - * PEQR

AQR in therapy and pedagogics



cf. Tischler 1993, expanded by Schumacher 2015,

Benefits for music and dance lessons

- * Assessment of different skill levels
- * Detection of excessive demand / under demand
- * Adaption of contents for learning and experience
- * Control of group dynamics
- * Provide adequate content for different needs
- * Self-reflection of the teacher on different levels (content, didactic, emotional, ...)

Research project at Mozarteum University

- * Adaption of the AQR-Assessment tool for use in pedagogical situations
- * Special focus on special education / inclusive pedagogy
- * Children's elemental music and dance groups with Orff-based pedagogics
- * Music lessons in primary and secondary schools

Research questions

- a) Required **adaptations** of the AQR-Assessment Tool for elementary music and dance pedagogy ?
- b) Recognition of specific **educational interventions**: analysis and description of (effective) artistic-educational interventions with the AQR-Assessment Tool
- c) Which of the described interventions lead to an **increase** in the capacity and willingness to relate?
- d) Which specific procedures and educational interventions prove to be **beneficial** or **promotive**?

Adaption of the AQR

a) Theory guided adaption of existing scales and modes

- * Developmental psychology by D. Stern (2010)
- * Brain and learning research
- * Musicpedagogical concepts

b) Description of new scales

- * Verbal Quality of Relationship
- * Pedagogical Quality of Relationship
- * Possible further scales, e.g.
 - * In relations to group phenomena
 - * handling / reactions to requests or instructions

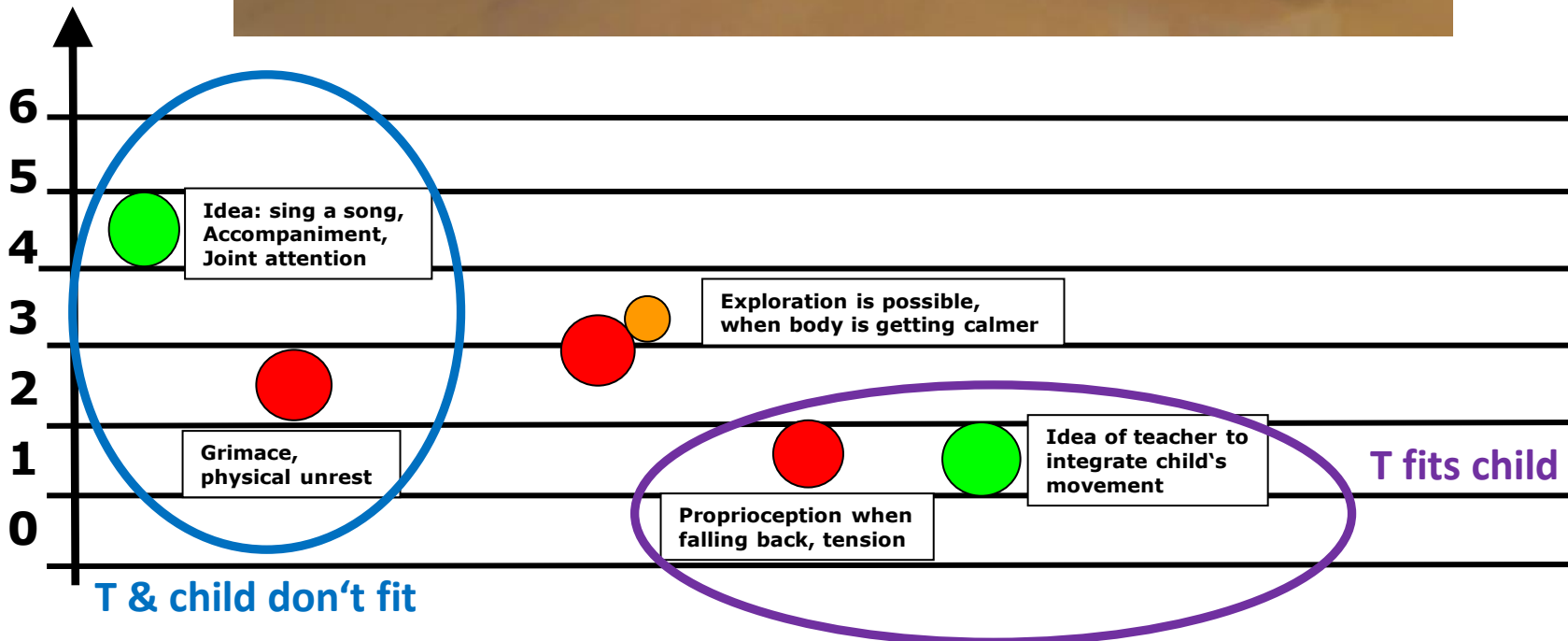
Adaption of the AQR

Methods:

- * Data collection (video recordings) with a new observation focus and different questions
- * Review of the adapted and newly described observation points of the scales by means of evaluation by an interrater pool
- * Conception of an open observation protocol for assessing scale-relevant events
- * Content analytic and qualitative videoanalytic procedures
- * Comparison with other diagnostic tools (OPD, FIT-KIT, MAKS etc.) for construct verification

First glances on inclusive music and dance lessons

- * Mixed abilities and ages music and dance group
- * Educational group for students in elemental music and dance pedagogy at the Orff-Institute of Mozarteum University in Salzburg
- * Aims:
 - Music and movement experience, experience of oneself
- * Age: between 7 and 14 years
- * different disabilities
- * Instructions by 2 students
- * Group situation – focus on one child



Target setting

- * Musictherapeutic Instrument
 - > musicpedagogical tool
- * Diagnostic procedure
 - > means for inspection of interventions
- * Very efficient, meaningful and scientifically founded product for a demarcated area
 - > application for a broader target group

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Thank you for your attention!!

*“Information is not knowledge.
Knowledge is not wisdom.
Wisdom is not truth.
Truth is not beauty.
Beauty is not love.
Love is not music.
Music is THE BEST.”*

*Frank Zappa, „Packard Goose“,
Joe's Garage Act III (1979)*



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