

Excerpt from: Investigating learning through 'developmental dance movement' as a kinaesthetic tool in the Early Years Foundation Stage.

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Case Narrative 1: Keyana was described as severely autistic with additional needs. She had her own one-on-one support and was hardly ever seen to integrate with the rest of the class. Her positive response during the movement sessions allowed her to participate mostly independently. She was able and willing to join in with the other children to a level never previously seen:

"For anyone walking in, I don't think they would have noticed her being an autistic child." (Interviewee).

Within the framework of MI this can arguably be attributed to a Musical Intelligence which was described in detail by her class practitioner. This is a noted phenomenon in autism research:

"Some autistic children do their best in group music situations. They may respond to the music and may even sometimes imitate others. Music may bring out a type of cooperation impossible to achieve through any other medium" (Goodenough Pitcher & Bates Ames, 1964, p. 231)¹. Furthermore, supported by Hugues and Vass (2005)² such musical and bodily-kinaesthetic intelligences have fewest opportunities to be expressed as learning strengths. The learning outcomes from this particular case study are hard to refute.