

ABSTRACT

This study investigated the effect of music activities on the communicative behaviors of children with Asperger's Syndrome. Two types of 8-session program, free and structured, were developed based on two common music intervention approaches – mirroring and musical action game. Four children, aged 6 to 9, underwent 16 individual sessions over 2 months, and were assessed in each session on their experience sharing behaviors and social referencing behaviors. The results provided preliminary support to the hypothesis that musical activities would lead to an increase in experience sharing behaviors, but there were inconclusive findings on their effects on social referencing behaviors. However, the inquiry on whether the two approaches have enhanced effects over different communicative behaviors could not be addressed based on the existing findings. Implications to improve experimental procedures on future investigation and hypothesis testing are discussed.