

# Drumming within the Framework of Occupational Therapy For Children, Youth, and Adults

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**Occupational Therapy supports “health and participation in life through engagement in occupation.**

Drumming may be used to teach concepts applicable to living a FUNctional life!

Applied to the following areas of Occupation (everyday activity):

- *Social Participation*: Prosocial behaviors (turn-taking, sharing, respect of others)
- *Play*: Coping strategy, social skills, creativity (self-expression)
- *Rest and Sleep*: Relaxation, promotion of general mental and physical health and happiness
- *Work*: Leadership, initiation, sense of mastery, accomplishment, flexibility/adaptive performance, persistence, dependability
- *Education*: Academic skills/performance, rule compliance, group engagement, group skills necessary for learning
- *Instrumental Activities of Daily Living*: Health management and maintenance, religious observance

Involved in following Outcomes: *Occupational Performance* (the act of doing and accomplishing a selected activity or occupation), *Health and Wellness* (physical, mental, social well-being), *Participation* (engagement in desired occupations), *Quality of Life* (satisfaction, self-concept, health, functioning), *Role competence* (effectively meet the demand of roles), *Adaptation* (change in response approach to an occupational challenge), *Prevention* (creating conditions necessary for health at individual and social levels).

Used in types of Occupational Therapy Interventions (therapeutic use of drums):

- *Occupation-based intervention* (used as engagement in the occupation itself)  
Example: Drum for engagement in play and group drumming for engagement in social participation.
- *Purposeful activity* (used to develop skills that enhance occupational participation)  
Example: Drum as a method of teaching/developing mathematical concepts (addition, subtraction, multiplication, division) to enhance educational success.
- *Preparatory methods* (used to prepare individual for occupational participation)  
Example: Drum to promote relaxation/rest/sleep (which also impacts other areas of occupation).

Performance Skills (abilities demonstrated):

- *Motor & Praxis*: Posture, mobility, coordination, strength/effort, energy, skilled purposeful movements.
- *Sensory-Perceptual*: Visual (vision), auditory (hearing), proprioception (position of body in space), vestibular (balance), tactile (touch)
- *Communication & Social*: Verbal, non-verbal (body language, looking, gesturing), taking-turns, acknowledging others, community/teambuilding/group cohesiveness (sense of belonging, commitment to roles).
- *Cognitive*: Sequencing/creativity, focus/attention, memory, judging of self (self-esteem), grasp of concepts.
- *Emotional Regulation*: Expression of feelings, impulse/self-control, relieving stress (utilizing relaxation strategy)

**The information in this overview is not intended to be all-inclusive**

Sources of Information:

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*The Occupational Therapy Practice Framework: Domain & Process (2<sup>nd</sup> Edition)* (AOTA, 2008)

*Occupational Therapy's Role in Mental Health Promotion, Prevention, & Intervention With Children & Youth:*

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