

## **Mindful Music with TigerLIFE**

This proposal meets all the criteria set in the Arts & Health Sciences Guidelines. It is within budget. It is submitted in a timely fashion. It combines the planning and interdisciplinary research endeavors of students and faculty in Music Education, Counseling Psychology, Leadership, and Health Sciences. It fits the mission of the Institute for Arts and Health. It includes two renowned local performers. The project is feasible, and the timeline will be accomplished by May 2024.

Individuals with intellectual and developmental disabilities exhibit a distinctive below-average level of intellectual functioning, accompanied by limitations in adaptive behavior, such as self-care or social skills, which typically emerge before age 18 (American Association of Intellectual and Developmental Disabilities, 2020). As an increasingly prominent practice, music therapy has been adopted to foster physical and mental well-being, elevate the overall quality of life, and enhance functional capabilities among individuals grappling with diverse mental health afflictions. It is worth noting that the advantageous effects of music therapy transcend various clinical populations, showcasing its potential as a valuable therapeutic tool capable of ameliorating symptoms and enhancing functioning for individuals with Intellectual and Developmental Disabilities (IDD) and Developmental Intellectual Disorders (DID).

According to the American Association of Intellectual and Developmental Disabilities (2020), intellectual and developmental disabilities can essentially be described as persistent physiological and/or intellectual impediments that manifest before reaching adulthood. The University of Memphis TigerLIFE (Learning Independence, Fostering Employment & Education) Program, spanning two years and totaling 60 hours, emerged to support individuals experiencing intellectual and developmental disabilities. Within this comprehensive program,

TigerLIFE effectively imparts individualized training encompassing academic, social, vocational, and independent living skills tailored to the unique needs and requirements of students with intellectual disabilities. Undoubtedly, the ultimate goal of the TigerLIFE program is to empower students with intellectual and developmental disabilities to attain their utmost level of independence, bolster their employability, and reinforce their self-efficacy (UM website).

The overarching objective of this research endeavor, aptly titled "Mindful Music," revolves around examining the merits of utilizing musical interventions as efficacious mental health treatment options, and effective tools to enhance work readiness. Specifically, the study targets a cohort of 20 young adults enrolled in the TigerLife program at The University of Memphis.

These participants will receive music therapy interventions lasting 45 minutes once a week, over six weeks, during the spring semester of 2024, thereby facilitating a systematic investigation into the potential benefits of the integrative use of music within therapeutic contexts. Each class session is thoughtfully designed to encompass three distinct components adept at targeting different skills and fostering diverse domains of knowledge acquisition.

The initial segment of each class prioritizes the intersection of mindfulness and music, underscoring the introduction of several musical instruments and/or recorded compositions. Anchored in the principles of Mindfulness-Based Stress Reduction, an evidence-based treatment.

### **Performers**

Alisa Horn, Professional Performer; NCC, CRC, graduated in May 2023 with her MS in Clinical Rehabilitation Counseling from the University of Memphis. She holds a Bachelor of Music in Cello Performance from the University of Michigan and a Master of Music in Cello

Performance from Northwestern University. Ms. Horn is a Certified Rehabilitation Counselor as well as a National Certified Counselor. Additionally, she has Mindfulness- Based Stress Reduction certifications and is working toward her Board Certification in Music Therapy. Ms.

Horn worked with Tiger Life students during her practicum experience and believes that music therapy intervention is extremely valuable for the students to achieve their personal and vocational goals.

Delara Hashemi is an Acting Second Flute of the Memphis Symphony for the 2023-2024 season and has been since 2018, she is a freelance artist, and teacher in the Mid-South region. She plays with the Memphis Symphony Woodwind Quintet and plays in the Blueshift Ensemble, Shear Winds, Gemini Duo, and River City Flute Quartet. Ms. Hashemi is currently pursuing her Doctorate in flute performance at the University of Memphis where she studies flute with Associate Professor Elise Blatchford, and also holds a degree from the University of Central Oklahoma where she studied with Professor Dr. Emily Butterfield.

## **Personnel**

Department of Counseling, Education, Psychology & Research (CEPR): Patrick Joseph Krolik has been an administrator and project manager of the Project FIRST RSA grant at the Institute on Disability at the University of Memphis over the past five years. An experienced professional with over two decades of work experience in various administrative, academic, marketing, sales, and project management roles. He is also a Higher and Adult Education doctoral student at the College of Education.

College of Health Sciences: Jun Cai is a Temporary Research Assistant at The University of Memphis Institute on Disability (UMID). He is also a Health Studies Master's student in Exercise Nutrition.

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