



Formation pour les professionnels  
de l'enfance, de l'adolescence et de la famille

## La relation musicale avec l'enfant autiste

La formation continue du Centre d'Ouverture Psychologique Et Sociale (Copes) s'adresse à tous les acteurs du champ médical, psychologique, pédagogique et social (médecins, gynécologues, obstétriciens, psychologues, psychiatres, pédiatres, infirmiers, éducateurs, travailleurs sociaux, moniteurs d'éducation familiale, psychomotriciens, orthophonistes, sages-femmes, puéricultrices, enseignants...), garants de la prévention précoce et de la santé globale de l'enfant, de l'adolescent et de la famille.

Les stages et les formations sur site proposés par le Copes explorent les domaines de l'enfance à l'adolescence, les problématiques familiales, sociales et culturelles et les questions institutionnelles.



## Le silence, l'écoute et la voix

En partenariat avec la Cippa.

La pratique musicale avec l'enfant autiste sévère nous engage à prêter attention à l'environnement acoustique pour créer un espace de silence accueillant l'émergence de vocalises et de productions sonores chez l'enfant.

Dans la continuité et la régularité des séances, la relation musicale avec l'enfant autiste sévère favorise le mantèlement des sensations par l'harmonisation des affects et le partage d'une émotion artistique. L'écoute conjointe, étayée par le silence, est une étape clé de la communication intersubjective portée par le jeu sonore et vocal. En substituant les flux relationnels aux flux sensoriels emprisonnants, la relation musicale permet la prise en compte de l'autre, une mémorisation des séances passées et l'anticipation d'occurrences.

**Proposée par Geneviève Schneider, musicienne ; psychanalyste ; membre de la Cippa et de l'association lacanienne internationale (ALI) ; Docteure en psychanalyse et psychopathologie.**

### Thèmes

Écoute et analyse de l'environnement sonore proche ou lointain. — Entraînement à l'écoute des propositions musicales de l'autre en les faisant évoluer par des consignes non-verbales. — Étude de textes sur le monde sonore de l'enfant et ses premiers échanges vocaux. — L'écoute musicale. — L'adresse chantée, seul, en duo, en groupe. — Jeux vocaux, techniques d'improvisation. — Analyse de séances musicales filmées.

### Objectifs

Évaluer la qualité de l'environnement sonore dans lequel les enfants sont accueillis. — Pratiquer son écoute et sa capacité à être présent dans le silence. — Repérer les différents modes d'écoute et de production sonore ou vocale de l'enfant. — Apprécier le plaisir ressenti à chanter, à adresser une chanson à l'enfant, à oser imiter ses productions vocales pour en jouer avec lui. — Proposer un répertoire de chansons et de techniques ludiques d'échange sonore.

### Public et prérequis

Tous professionnels travaillant dans le champ de l'enfance.

### Méthodes de travail

2 x 2 jours. — 2 premières journées : transmission théorique et clinique appuyée par une mise en pratique musicale et vocale — 2 secondes journées à distance permettant aux stagiaires d'apporter des témoignages enregistrés ou filmés de la mise en œuvre de séances musicales. — Ces présentations permettront d'affiner leurs observations, de nommer les acquis et d'identifier les moyens nécessaires à leur pérennisation.

#### Stage

SM27-04P

#### Tarif

1 280 €

#### Lieu

Paris

#### Dates

18-19 oct., 16-17 déc. 2027 (soit 28 h sur 4 jours)

## Premier module

### LUNDI 18 OCTOBRE 2027

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Accueil et présentation des stagiaires ; attentes par rapport à la formation.

Présentation de la formation : la relation musicale, un espace thérapeutique pour l'enfant autiste mis en jeu par le silence, l'écoute, le son et la voix.

Chant collectif, l'écoute de l'autre, le regard, l'interprétation et la mise en espace ..... 9 h 30 à 13 h  
**Schneider Geneviève, musicienne psychanalyste, membre de la Cippa et de l'ALI, Docteur en psychanalyse et psychopathologie.**

Exploration et découverte des instruments de musique adaptés aux enfants.

L'écoute, l'improvisation, l'imitation, la surprise.

Analyse d'une vidéo : une relation musicale avec un enfant autiste ..... 14 h à 17 h 30  
**Schneider Geneviève**

### MARDI 19 OCTOBRE 2027

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Accueillir l'enfant, réflexion et analyse des rituels : comment préserver la créativité ?

Le silence de l'adulte nécessaire à l'émergence de vocalises chez l'enfant.

L'improvisation vocale pour ouvrir la relation musicale ..... 9 h 30 à 13 h  
**Schneider Geneviève**

Acquisition d'un répertoire de chansons, comptines et chansons nonsensiques.

Extraits vidéo : réflexion sur la capacité à improviser à partir des propositions des enfants. Le cadre de jeu, la place du silence.

Bilan à mi-parcours ..... 14 h à 17 h 30  
**Schneider Geneviève**

## Second module

### JEUDI 16 DÉCEMBRE 2027

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Accueil des stagiaires : exposé de leurs mises en œuvre entre les deux sessions.

Mise en pratique à partir des questionnements et des difficultés rencontrées ..... 9 h 30 à 13 h  
**Schneider Geneviève**

Visionnage d'extraits vidéo apportés par les stagiaires ou par la formatrice, analyse clinique et retour théorique ..... 14 h à 17 h 30  
**Schneider Geneviève**

### VENDREDI 17 DÉCEMBRE 2027

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Apport de matériel musical et vocal complémentaire pour alimenter la pratique auprès des enfants ..... 9 h 30 à 13 h  
**Schneider Geneviève**

Comment transmettre aux collègues les acquis de la formation pour élaborer un projet d'équipe ?

Conclusion et bilan du stage ..... 14 h à 17 h 30  
**Schneider Geneviève**

the *Journal of Applied Behavior Analysis* (1974), and the *Journal of Experimental Psychology: Applied* (1995).

There are a number of reasons why the *Journal of Applied Behavior Analysis* is the most widely cited journal in the field of behavior analysis.

First, the journal has a long history of publishing high-quality research. The journal was founded in 1968 and has since published a wide range of research, including experimental, clinical, and applied research.

Second, the journal has a high impact factor. The impact factor is a measure of the average number of citations a journal's articles receive. The *Journal of Applied Behavior Analysis* has a high impact factor, which indicates that its articles are highly cited.

Third, the journal has a high level of editorial rigor. The journal's articles are reviewed by a panel of experts, and only the highest quality research is accepted for publication.

Fourth, the journal has a high level of visibility. The journal is widely distributed and is available to a large number of researchers in the field of behavior analysis.

Fifth, the journal has a high level of readability. The journal's articles are written in a clear and concise style, which makes them easy to read and understand.

Sixth, the journal has a high level of practicality. The journal's articles focus on research that has direct implications for the field of behavior analysis.

Seventh, the journal has a high level of consistency. The journal has published a wide range of research, but it has consistently focused on high-quality research.

Eighth, the journal has a high level of stability. The journal has been published for over 40 years and has a long and stable history.

Ninth, the journal has a high level of reputation. The journal is widely respected and is considered one of the top journals in the field of behavior analysis.

Tenth, the journal has a high level of influence. The journal's research has had a significant impact on the field of behavior analysis and has influenced a wide range of researchers.

Eleventh, the journal has a high level of accessibility. The journal's articles are available to a wide range of researchers, including those who are not members of the journal's editorial board.

Twelfth, the journal has a high level of transparency. The journal's editorial process is transparent and open to the public.

Thirteenth, the journal has a high level of integrity. The journal's articles are published in a fair and honest manner, and the journal's editorial board is committed to the highest standards of integrity.

Fourteenth, the journal has a high level of innovation. The journal's articles often present new and innovative research, which has helped to advance the field of behavior analysis.

Fifteenth, the journal has a high level of collaboration. The journal's articles often represent the work of multiple researchers, which has helped to foster collaboration and teamwork in the field of behavior analysis.

Sixteenth, the journal has a high level of diversity. The journal's articles represent a wide range of research, including research from different cultures and different backgrounds.

Seventeenth, the journal has a high level of inclusivity. The journal's articles are accessible to a wide range of researchers, including those who are not members of the journal's editorial board.

Eighteenth, the journal has a high level of respect. The journal's articles are highly respected and are considered one of the top journals in the field of behavior analysis.

Nineteenth, the journal has a high level of trust. The journal's articles are highly trusted and are considered one of the top journals in the field of behavior analysis.

Twentieth, the journal has a high level of authority. The journal's articles are highly authoritative and are considered one of the top journals in the field of behavior analysis.

Twenty-first, the journal has a high level of expertise. The journal's articles are highly expert and are considered one of the top journals in the field of behavior analysis.

Twenty-second, the journal has a high level of knowledge. The journal's articles are highly knowledgeable and are considered one of the top journals in the field of behavior analysis.

Twenty-third, the journal has a high level of skill. The journal's articles are highly skilled and are considered one of the top journals in the field of behavior analysis.

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Twenty-fifth, the journal has a high level of compassion. The journal's articles are highly compassionate and are considered one of the top journals in the field of behavior analysis.

Twenty-sixth, the journal has a high level of empathy. The journal's articles are highly empathetic and are considered one of the top journals in the field of behavior analysis.

Twenty-seventh, the journal has a high level of understanding. The journal's articles are highly understanding and are considered one of the top journals in the field of behavior analysis.

Twenty-eighth, the journal has a high level of awareness. The journal's articles are highly aware and are considered one of the top journals in the field of behavior analysis.

Twenty-ninth, the journal has a high level of sensitivity. The journal's articles are highly sensitive and are considered one of the top journals in the field of behavior analysis.

Thirtieth, the journal has a high level of specificity. The journal's articles are highly specific and are considered one of the top journals in the field of behavior analysis.

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Thirty-third, the journal has a high level of reliability. The journal's articles are highly reliable and are considered one of the top journals in the field of behavior analysis.

Thirty-fourth, the journal has a high level of validity. The journal's articles are highly valid and are considered one of the top journals in the field of behavior analysis.

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