

# **13. Music Therapy as a Healing Intervention**

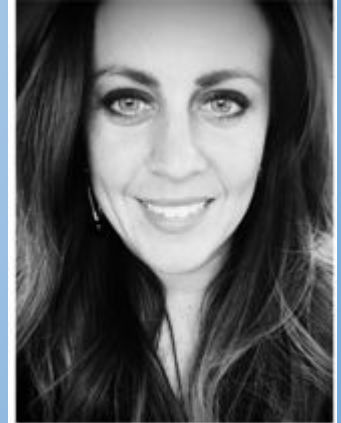


## **Developmental and Psychodynamic approach**

**Presented by Sarah Miller, MT-BC**

## About me:

- Graduated from Baldwin Wallace University in Berea, Ohio (with honors)
- Received Bachelors of Music, Music Therapy degree, voice concentration
- Completed six-month internship at Bethany Children's Home in Pennsylvania with children, adolescents, and young adults who were severely emotionally disturbed and severely behaviorally handicapped
- Became Board Certified and has been working clinically since 2003
- Career started in Cleveland, Ohio at a Day Treatment Center for youth ages 5 through 22 who were removed from Cleveland Public schools due to violent behaviors and emotional outbursts
- Most of these students had learning disorders and mental health conditions
- Moved to Dayton in 2009, sub-contracted for Dayton Public schools
- Currently with Beavercreek City schools, has her own private practice which involves working with families and facilities throughout Greene and Montgomery Counties, and serves Veterans at the Dayton VA
- My caseload involves PDD, ID/DD, Down Syndrome, Brain injury, and mental health conditions
- Previously supervised undergraduate students at the University of Dayton, Department of Music from January 2020 until January 2022



# What is Music Therapy?

Music Therapy has been defined as “the systematic process of intervention wherein the Therapist helps the client to promote health, using music experiences and the relationships that develop through them as dynamic forces of change.” [i] Music Therapy is known for its holistic approach using the CAMES Model, which integrates Communication, Academic/cognitive, Motor, Emotional, and Social areas to assess, set goals, and design treatment plans for clients. [ii]

[i] Bruscia, K. E. (1998). *Defining Music Therapy* (2<sup>nd</sup> Edition).

Gilsum, NH: Barcelona Publishers.

[ii] William B. Davis, Kate E. Gfeller, & Michael H. Thaut (2008). *An Introduction to Music*

*Therapy: Theory and Practice* (3rd Edition). Silver Springs, Md.: The American Music Therapy Association.

# General Music Therapy Methods

There are four Music Therapy methods used as core interventions:

1) Improvisatory, which can be a vocal or instrumental improvisation and can be presented as a solo or as a co-improvisation with a group.

2) Re-Creative, such as song discussion/lyric analysis, or music supported art media such as music and art experiences, or a movement to music intervention.      \*\*Musical script

3) Composition/Song Writing.

4) Receptive, also known as song re-creation, which is individualized or a stylized group vocal or instrumental performance of a preferred song. [i]      \*\*Spot songs

## Demonstration Time

**Go get a percussion instrument if you have one or grab a pan and wooden spoon from your kitchen**

**Anything that can make rhythm will work!**





## **Music Therapy Method #1: Improvisatory**

**Instrumental Improvisation – follow the leader**



## **Music Therapy Method #4: Receptive**

**Vocal song re-creation of Elmo's World – sing along**

**\*\* What skill sets did you need to play and sing?**



# Developmental Approach to Music Therapy

Developmental Music Therapy provides a variety of developmentally appropriate music experiences in an intentional way to facilitate change and development in communication, social emotional learning, sensorimotor, and cognitive skills pioneered by Dr. John Carpente. [iii] Informed by the DIRFloortime Model and Nordoff-Robbins Music Therapy, Developmental Music Therapy (or Developmental Relationship-based Music Therapy) applies interventions that foster fundamental core milestones that are necessary for higher levels of thinking. [iv]

[iii] Carpente, J.A. & Aigen, K. (2019). Assessment in music therapy: A music-centered perspective. In D.J. Elliott, G. McPherson, & M. Silverman (Eds.), *The Oxford handbook of qualitative and philosophical assessment in music education*. New York, NY: Oxford University Press.

[iv] Carpente, J. (2012). DIR/Floortime Model: Introductions and implications for improvisational music therapy. In P. Kern and M. Humpal (Ed.), *Music therapy for young children with autism and their families: Learning through music in everyday life*. Jessica Kingsley UK: London.

# Examples of Developmentally Appropriate Music Therapy Experiences Where Students Learn Through Music

- Music Therapy interventions based around caregiver and/or staff questionnaire
- Music Therapy interventions based around milestone and/or behavioral checklists
- Music Therapy interventions based around classroom themes, seasonal themes, holiday themes
- Music Therapy interventions still utilizing the CAMES model and four core Music Therapy methods (from previous slides)
- Examples: 1) Name Song, 2) What's the Weather? 3) Shake Those Sillies Out, 4) How Are You Feeling? 5) Shake Your Friend's Hand

**\*\*What Music Therapy method am I using for all the examples?**



# Others Areas Addressed in Addition to Targeting Academic Concepts

I look for the following or encourage/ implement the use of:

- Personal space/ boundaries/ appropriate touch (ask permission)
- Accessing the environment they are in (purposeful, intentional, functional)
- Active/ prolonged engagement (two minutes verses five minutes verses ten minutes)
- Functional hand use
- Direction following
- Turn taking/ waiting
- Listening/ sustaining attention
- Making/ sustaining eye contact
- Affect
- Fine and gross motor strengthening
- Upper and lower body coordination
- Crossing midline
- Expressive language/ word use and expanded repertoire/ full sentence use
- Pairing motor movements with speech
- Creativity

# **Example of Developmental Music Therapy Related to a Theme**

**Get your percussion instrument back out!**

**“Walking Through the Forest” – Chant  
Based around Groundhog Day**































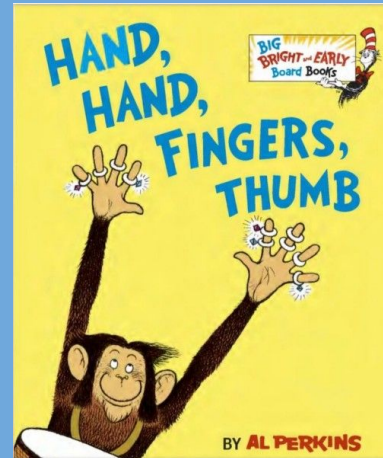
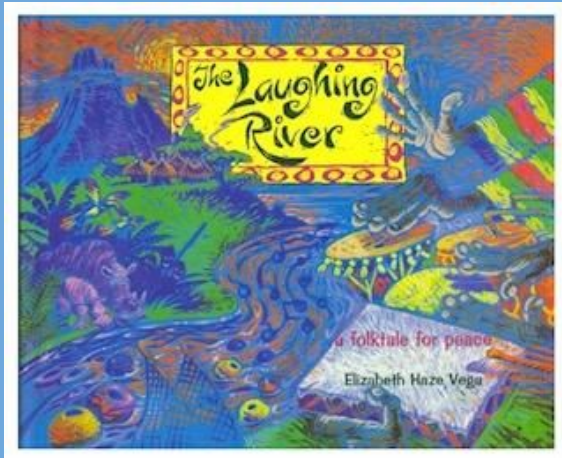






# Developmental Bibliotherapy within Music Therapy

Bibliotherapy is the practice of helping individuals grow and develop through books. Reading, writing, and discussion can provide an opportunity to work through a situation, cope, or explore developmentally appropriate topics. [v]



[v] McMillen, P. (2008). The Bibliotherapy Education Project: Alive and Well and Perpetually Under Construction. *Behavioral & Social Sciences Librarian*, 27(1), 34-45.

# Developmental Music Therapy Can Help Heal

I have found over the years, when this approach is used long term, it provides students with a sense of accomplishment which boosts their self esteem and overall confidence. It helps them generalize the skills that they learn and practice in Music Therapy and then apply that knowledge across school settings. Music Therapy can be a related service used to support academic growth and support what is being taught in the classroom.



**Any Questions about Developmental Music Therapy?**



# Psychodynamic Approach to Music Therapy

Psychodynamic Therapy involves the interpretation of mental and emotional processes rather than focusing on behavior. [vi] Psychodynamic Music Therapy proposes that with music-assisted interventions, individuals can become aware of their inner states and can communicate these through performed musical expression. From a psychoanalytic viewpoint, music portrays meaning and gives the individual the experience of being mirrored [validated,] accompanied [supported,] and therefore feeling personally understood. [vii] Given a variety of musical opportunities for self-reflection and self-examination, Music Therapy clients can learn to identify their psycho-emotional states quickly, gaining a better awareness of who they are, how they feel, and why.

[vi] Strupp, H.H., Butler, S.F., & Rosser, C.L. (1988). Training in psychodynamic therapy. *Journal of Consulting and Clinical Psychology*, 56(5), 689-695.

[vii] Susanne Metzner, J Edwards (2016). Psychodynamic Music Therapy. *The Oxford Handbook of Music Therapy*. Augsburg University, 448-471.

# Music Therapy Methods #2 and #3 - Lyric Analysis and Song Writing

Therapeutic Song Writing is the process of creating, notating, and recording lyrics and music by a client and Therapist within a therapeutic relationship to address psychosocial, emotional, cognitive, and communication needs of the client. In Therapeutic Song Writing, the Therapist purposefully engages the songwriter (the client) in a creative process whereby (s)he crafts a song that has personal meaning and simultaneously leads him/her through a journal of personal discovery. The song that an individual creates becomes a tangible record of his/her journey or representation of his/her transformed state or the expressed desire to be transformed. [viii]

[viii] Felicity Baker (2015). *Therapeutic Songwriting: Developments in Theory, Methods, and Practice*. New York: Palgrave Macmillan Publishers.



# Example - Johnny Nash I Can See Clearly Now - Lyric Analysis

[Verse]

I can see clearly now the rain is gone

I can see all obstacles in my way

Gone are the dark clouds that had me blind

[Chorus]

It's gonna be a bright, (bright) bright, (bright) sun shiny day



# Example - Song Writing

[Verse]

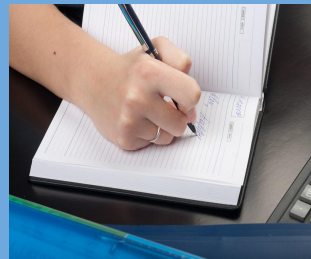
I can see clearly now \_\_\_\_\_.

I can see all obstacles \_\_\_\_\_.

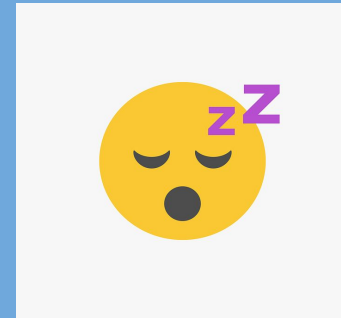
Gone are the \_\_\_\_\_ that had me blind.

[Chorus]

It's gonna be a \_\_\_\_\_, \_\_\_\_\_, a \_\_\_\_\_ day!



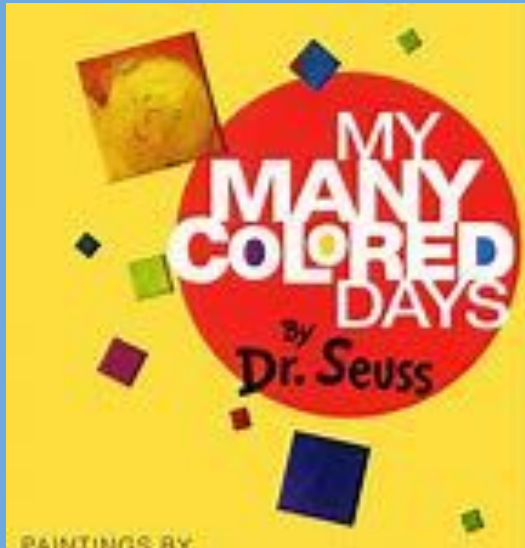
## Example - Instrumental Improvisation on Emotions



**\*\*When do you feel angry? What are some things that make you angry? When you're angry, what do you do with your body?**

# Bibliotherapy within Psychodynamic Music Therapy









The book describes the different moods of the author and associates them with colors.



Feelings/Color Chart		
	Mixed Up- Confused	
	Red- Energized	
	Black-Loud, Mad	
	Yellow- Excited	
	Orange- Happy	
	Brown- Low Down	
	Pink- Friendly	
	Green- Calm, Peaceful	
	Purple- Sad	
	Blue- Free, Light	
	Gray- Quiet	

# Curriculum on Emotional Regulation

<https://www.ZonesofRegulation.com/index.html>

Zones Of Regulation Check In			
Red Zone		Mad Scared Out of Control	
Yellow Zone		Frustrated Worried Silly	
Green Zone		Happy Calm Feeling Okay Ready to Learn	
Blue Zone		Sad Sick Tired Bored	

# Psychodynamic Music Therapy Can Help Heal

I have found over the years, when this approach is used long term, it provides students with a heightened sense of self awareness. They begin to understand how their feelings/emotions impact their behavior. This awareness helps them normalize themselves and contribute to positive, healthier decisions across school settings.



**Any Questions about Psychodynamic Music Therapy?**



# Summary

## Benefits of Developmental Music Therapy:

- ◆ Increased academic knowledge
- ◆ Increased socialization with peers and staff
- ◆ Functional and effective expressive language skills
- ◆ Improved behavior and coping skills



## Benefits of Psychodynamic Music Therapy:

- ◆ Improved self-reflection
- ◆ Foster social and expressive communication skills
- ◆ Improved self-regulation and to help students develop healthy coping skills
- ◆ Improved awareness how their thoughts and feelings influence their behaviors and choices



Thank you for attending today's session on Music Therapy!

