
Signifikante øjeblikke i musikterapi

Signifikante øjeblikke i musikterapi med
børn med ADHD og ADD.

Karen Marie Thoby 2013

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Udarbejdet af

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Forsidebillede: Google pictures.

Abstract

Having completed a clinical music therapy internship at a neurological private clinic, the therapist wondered about important moments emerged in music therapy sessions with two boys suffering from ADHD and ADD. Based on this wondering it was decided to investigate these moments by analyzing material from the musical improvisations to explore how these moments can be described and understood. By searching the literature and theory on important moments in music therapy, the phenomenon significant moments were identified and chosen as the master thesis study phenomena.

A model for analyzing these “significant moments” were chosen with the purpose of exploring the data, to see if significant moments appeared in the material and furthermore, if there was a connection between these significant moments and the possibility of development of social skills. The ensuing discussion of the results led to the following questions:

- Is music therapy relevant in treatment of children suffering from ADHD and ADD with a psychosocial focus?
- How can the “significant moments” which emerged between the music therapist and the client be understood and described as part of the treatment of children with ADHD and ADD?

In order to answer these questions, this thesis is founded on a qualitative multiple-case study, with a method inspired by a phenomenology and hermeneutic approach. In addition, theoretical literature which included the criteria of the ADHD and ADD diagnosis, music therapy studies and theories of the study phenomena was explored. The theoretical chapter in this thesis is primarily focused on understanding and defining the study phenomena “significant moments” for identification in the analysis.

The analytical sections of the thesis include methodical descriptions and data analysis consisting of video recordings featuring each client in three chosen sequences from the music therapy improvisations. The analysis is done by applying a modified analyzing model, inspired by (Trondalen, 2004). The theoretical and analytical findings of this thesis are shown in descriptive and illustrative models to create a general clarification and a clear view of the results. The results from both cases state that some “significant moments” have been measured and in addition other relevant results have emerged.

Therefore, the first thesis question is answered through the music therapy literature with a clinical focus on the specific group of clients. To answer the second question in this thesis, theoretical material defining “significant moments” has been described and then identified in the data material from the two clients. Finally, through the discussion of the results, it is concluded, that there is an indication that a positive development in the therapeutic relationship and the clients’ social skills took place in the music therapy.