

# 영국 음악치료 사례연구

- 자폐아 치료를 중심으로 -

## THE CURRENT TRENDS OF BRITISH MUSIC THERAPY & TWO CASE STUDIES OF AUTISTIC CHILDREN

김진아\*

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요약 : 가 (Psychodynamically Informed Improvisational Music Therapy)

중심 단어 : 가 Charlie  
Mark 가

서론 (sound object) 가 , ' 가 가 (first object)  
40 50 (Innate Musicality ; 4  
Robarts 1993) 가  
(Alvin 1966 ; Nordoff & Robbins 1971 ; Heal & Wigram 1993). then 1979 ; Bateson 1975) 가 (Trevar-

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(1985) (proto - conversation) (pre - music), Stern 가  
(Alvin & Warwick 1991 ; Edgerton 1994 ; Brown 1994 ; Trevarthen 1993, 1996 ; Nordoff & Robbins 1971). 가

(musical improvisational nature ; Roberts 1993 ; Brown 1994) 가  
Hobson(1993)

(Countertransference) (Transference) (Association of Professional Music Therapists) 가

1985 Trevarthen Murray (Psychodynamically informed music therapy) 2

가 가 2 가 가 가 1 2

### 사 례 연 구

- 1 1 가 2
- 1. 사 례 A : Charlie
- 1) 치료 대상자 인적사항 3 9
- (PDD) -

가 , 8 , 18

(1) Session I

2) 치료기관  
Addison House Pre - School Assessment Centre,  
London Educational Borough of Enfield.

가  
2 5 whole - tone scale whole - tone scale  
1 2 가 ( 가  
, , , , )  
whole - tone scale

3) 교육심리학자의 관찰

가 가  
가  
가

4) 음악 치료사의 역할

가 가, 가 4/4  
가 가 (good - bye song) 가  
가  
5 12 , 1 가 가  
가 가  
10 가  
20 가  
(2) Session II, III, IV

5) 최초의 인상

가 가 가 가 가 가  
가 가 가 가 가 가  
가 가 가 가 가 가 African shaker  
Addison House  
(1 가 )

6) 음악치료 진행과정

가 (3) Session V, VI, VII( , , 가 )  
5 가

가 가 , 가 , “ 가 Addison House 가 . 6, 7 가 2. 사례 B : Mark 1) 치료 대상자 인적사항 (1994 ) 가 10 (severely autistic) 가 “Mama” 4 가 8 가 ( ) 1992 . Streeter(1933) 가 (severe learning difficulty) (epilepsy), (echolalia) 가 가 “Where is Charlie?” ( ) 2) 치료기관 Aspen Unit. (3 11 ) 가 “Th- 3) 음악치료사의 역할 ere you are ” 가 가 ‘peep - bo ’ 가 가 가 (good - bye song) .

1 M, J ( )

4) 첫인상 (2)  
가 94 6 . Aspen 가  
Unit 가 ,가  
가 가  
가 가 ...  
가  
J : It doesn't feel comfortable.  
M : ( )  
5) 음악치료 진행과정 J : I will be here for you until the end of the  
1 session.  
7

2 6 가  
(1) 가  
, "Mark is silly, Mark is a bad boy."  
가 가  
(3)  
가 가  
가 Alvarez(1992)  
(Intrusiveness) Tustin(1990)  
가 가  
가 가  
가 가  
가 가

M : Jinah, It's broken! Fix it!

(5)

가

가  
가

“  
”

“ I want to take my glasses off. I've got black hair.”

. Sinason(1992)

가

가

가

M : It's stuck, don't fix it!

Klein 가 (Meltzer 1975 ;  
Tustin 1990 ; Alvarez 1992) 가

가 가  
가 가  
가 , 가

(6)

가

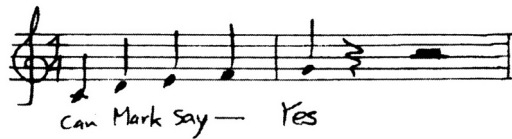
J : Shall we play the good - bye song together?

M : No way!

J : Can Mark say ' Yes ?

(4)

30



가 1 2 가

M : No!( ).

J : Mark is very good at saying ' No '.



J : Is Mark here?

M : .....

J : Jinah Feels alone and isolated.

Jinah is alone here.

M : Yes.

4

4

가 가

가 . 가 가 , .  
 . 가 가 가 , . Priestly  
 (1994)  
 ' No '  
 ' why not? '  
 Tinbergen Tinbergen(1983) 가 .  
 가 가 .  
 가 , Alvarez  
 good - bye song 가 ,  
 가 (1992)  
 가 가

M : I want to take my glasses off. Jinah's got to take my glasses off.  
 J : Mark, Jinah is here for Mark, but Jinah isn't Mark and Mark isn't Jinah.  
 M : I can't hear you...  
 가 가  
 (bass xy - 가  
 (15 ) 가  
 lophone) 가 ,  
 가 가 , 가  
 가 가  
 M : It's lantern.  
 J : Lantern is swinging!  
 " Lantern is swin -  
 ging today "

6 " No more music, no more play Jinah! "

가 . 1 가 .”

가 가

. Alvin(1968)

가

가

Charlie의 치료에 사용한 음악

whole tone scale

Good - bye to Charlie.

It's time to say bye-bye It's time to say bye-bye  
 time to say bye-bye to Charlie.  
 time to say good-bye It's time to say good-bye It's Fine  
 time to say good-bye to Charlie  
 Bye-bye Charlie Bye-bye Charlie See you next week again Real Fine  
 Bye-Bye Charlie See you next week good-bye Charlie to-day

Where is Charlie?

Where is Charlie? Where is Charlie I can't see him to-day → There you are!



Winnicott(1971)

가

. Bunt(1994)

1

M : I'm not going to look at me.....sick of me....  
No! I'm not sick of you Jinah! I'm not going to  
look at Mark - Jinah. I am sad, Jinah.

7

가

1

가

"It's too

late. You broke my heart."

가 가

?

가

가

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## **THE CURRENT TRENDS OF BRITISH MUSIC THERAPY & TWO CASE STUDIES OF AUTISTIC CHILDREN**

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The purpose of this paper is to introduce the current trends of British Music Therapy and its effectiveness as a therapeutic intervention for the autistic children.

This paper consists of two parts ; Part one will provide a general picture of music therapy by looking at its fundamental concepts and theories. Part II (two case studies) will illustrate the actual processes of music therapy which can engender a therapeutic relationship between the therapist and the autistic child. Through the first case study of Charlie, a 3 year and 9 month non-verbal autistic boy, we shall see how music therapy facilitates both non-verbal and verbal communication and a form of pretend play.

The second case of Mark, a 10 year old autistic boy with complex emotional, behavioural and learning difficulties who had been sexually abused in the past, presents how the therapist's acceptance of the child's being and the shared experience of music therapy enable the child to express his difficulties and to develop the awareness of self and others. By exploring both musical and interpersonal aspects of music therapy, this gives an in depth examination of therapeutic processes.

In order to clarify clinical procedure, this paper is viewed in musical, developmental and psychodynamic perspectives. To ensure confidentiality, the clients will be referred to by alter-native forenames.

**KEY WORDS** : British music therapy · Autism.