

品行장애 청소년의 음악치료 사례연구*

MUSIC THERAPY FOR ADOLESCENTS WITH CONDUCT DISORDER

권혜경**† · 진혜경***

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요약: 1998 6 9 1 30

(A, B) 3 가 ;

가

3 A 가
B

중심 단어 :

서 론 1).

1. 정신과에서 음악치료의 역사와 정의

2 가 ;

* 1999 5 7 2 (ASCAPAP)

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15). 가 가 가 .

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3

가 가

사 례 연 구

가 . 1998 6 9

DSM - (APA 1994)

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16).

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2).

3) 소리내기과 움직이기

1. 치료 대상자의 인적사항

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1) 사 례 1

A

15

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17)18).

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2) Session 3, 4

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4) Session 6, 7

가 ‘ ’ (fill in song)

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가 가

(가) , ()
(가) ,

98 가

3) Session 5

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5) Session 8

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6) Session 9

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Cruz
19). Cruz
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A B
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20).
B
A
A
A
7) Session 10
A가
A가
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A

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B
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A가
“
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A
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3
A

가 B “ .” 가 가
3 Tyson(1981)

고 찰

1) preoccupation 가
2) Paul Nordoff 가
(tonality)가
3) 1)(Tyson, p.8).
3
(, ,) () ,
actions)가 , (phrasing of
(burst of intensity),
(, ,)
가 (orga-
nism) 14) 가 가 가
(motherbaby) 가
(basic communication) 14)21)
가 가 가
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14)

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MUSIC THERAPY FOR ADOLESCENTS WITH CONDUCT DISORDER**Hea-Kyung Kwon, M.A., Hea-Kyung Jhin, M.D., Ph.D.***Kwon Hea-Kyung Music Therapy Center, Seoul*

The short-term music therapy was performed for adolescents with conduct disorder admitted to Seoul National Mental Hospital for 3 months from Jun to September, 1998. This case study focused mainly on two female patients who participated regularly in the group music therapy. The music therapy process was divided into three phases ; beginning, opening up, and closing. This music therapy session consisted of three parts ; hello song as beginning, various musical activities, and sound & movement activity as closing. Free musical improvisation, song discussion, musical monodrama, and sound & movement were the mainly applied techniques. Free improvisation was used to enhance, motivate, identify and contain the adolescents' feelings and ideas. Song discussion was used to convey their thoughts and to support each other. Musical monodrama was used to make them have insights into interpersonal relationships. Sound & movement was used to enhance spontaneity. It made them explore their body and voice as an expressive medium. Throughout three months period of music therapy, patient A's communication skill, socialization, and behavior areas were assessed with improvement. She could use music as a symbolic form and was able to share her feelings about herself and her family. Patient B's self-expression and cognitive areas were assessed with improvement. She became more spontaneous and could verbalize her emotions during the group session. Music as a non-verbal and therefore often a non-threatening medium wherein so much can be expressed provided two female patients an atmosphere where a sense of trust may be regained.

KEY WORDS : Music therapy · Conduct disorder · Adolescent.