

Music Along the Continuum: Using Music as Supportive and Insight-oriented Psychotherapy

Eric L. Ross, M.Ed.



CCPA Conference
Niagara Falls, ON
May 21, 2015
Great Room B
1:30 p.m. – 2:15 p.m.

About Me

Eric L. Ross, M.Ed., RCT-C, MTA

- NS Registered Counselling Therapist – Candidate
New Start Counselling (Dartmouth, NS)
Intimate-partner abuse and violence
- M.Ed. (Counselling)
- Professional training in Music/Imagery and the
Bonny Method of Guided Imagery and Music
- B.Sc. (Music Education & Music Therapy)
- Accredited Music Therapist
- Board Certified Music Therapist



Our path together

- ~Definitions
- ~Levels of psychotherapy
- ~Levels of music therapy
- ~Supportive and re-educative music imagery (MI)
- ~The MI method
- ~Selecting music
- ~Experiencing supportive MI
- ~Andrew's MI experiences

Defining Psychotherapy

Wolberg (1967, 1988)

“Psychotherapy is the treatment, by psychological means, of problems of an emotional nature in which a trained person deliberately establishes a professional relationship with the patient with the object of (1) removing, modifying, or retarding existing symptoms, (2) mediating disturbed patterns of behavior, and (3) promoting positive personality growth and development.”

Defining Psychotherapy

Strupp & Binder (1984)

“Psychotherapy is an interpersonal process designed to bring about modifications of feelings, cognitions, attitudes, and behavior which have proven troublesome to the person seeking help from a trained professional.”

Defining Psychotherapy

CCPA (2015) – Counselling

“Counselling is a relational process based upon the ethical use of specific professional competencies to facilitate human change. Counselling addresses wellness, relationships, personal growth, career development, mental health, and psychological illness or distress. The counselling process is characterized by the application of recognized cognitive, affective, expressive, somatic, spiritual, developmental, behavioural, learning, and systemic principles.”

Psychotherapy Distilled

General Goals

- Amelioration
- Enhancement
- Prevention

Psychotherapy Distilled

Common Features

- Enhance person's sense of competence
- Foster insight
- Encourage emotional expression
- Reduce emotional discomfort
- Provide new information
- Importance of client-therapist rapport

Levels of Psychotherapy

Wolberg (1967, 1988)

Supportive Level Approaches

- “Symptom relief”
- Restoration to an emotional balance—ability to function to person’s “normal” level within environmental stress
- Strengthening of existing coping mechanisms
- Elaboration of new and better mechanisms of maintaining control

Levels of Psychotherapy

Wolberg (1967, 1988)

Re-educative Level Approaches

- Deliberate efforts at re-adjustment toward situational issue
- Exploring how person relates to self and other
- Exploring sources of tension and conflict—insight into conscious attitudes and conflicts
- Trying out new behaviours and changing patterns of thinking.

Levels of Music Therapy

Wheeler(1983, 1987)

- Music therapy as activity therapy
- Insight music therapy with re-educative goals
- Insight music therapy with reconstructive goals

Supportive Music Imagery

Summer (1995), Goldberg (1994)

Fosters:

- Visit to an accessible, positive, internal experience
- Pure experience of inner strength, positive internal resource
- Temporal focus is immediate present
- Session focus: One positive image

Supportive Music Imagery

Summer (1995), Goldberg (1994)

- Establish a positive relationship with internal world
- Identify positive internal resources
- Deepen and broaden experiences of positive internal resources
- Increase ability to nurture and care for self
- Foster positive sense of self
- Increase coping mechanisms

Re-educative Music Imagery

Summer (1995), Goldberg (1994)

Fosters:

- Pure experience of inner world imagery
- Visit to an accessible, internal conflict
- Session focus: One conflictual image
- Temporal focus remains in immediate present

Re-educative Music Imagery

Summer (1995), Goldberg (1994)

- Increase ability to deal directly with life conflicts and tensions—coping mechanisms
- Increase self-acceptance
- Explore patterns of thinking, behaviour, and emotions that help and hinder person
- Foster insight into conflictual issue
- Develop insight into effect of patterns of thinking and behaviour
- Promote understanding into methods to resolve conflicts/tension



Music Imagery Method

1. Prelude/Transition
2. Induction/Talkover
3. Music/Imagery
4. Postlude

Method – Prelude/Transition

- Assess current state— affective state, mood, energy level
- Identify and explore positive internal resource (Supportive Level) or conflictual issue (Re-educative Level)

Method – Induction/Talkover

- Body-centred relaxation
- Fostering altered state of consciousness
- Creation of focus for session—person's words/phrases, agreed upon terms to describe positive internal resource/conflictual issue
- Transition to “putting colour on paper”

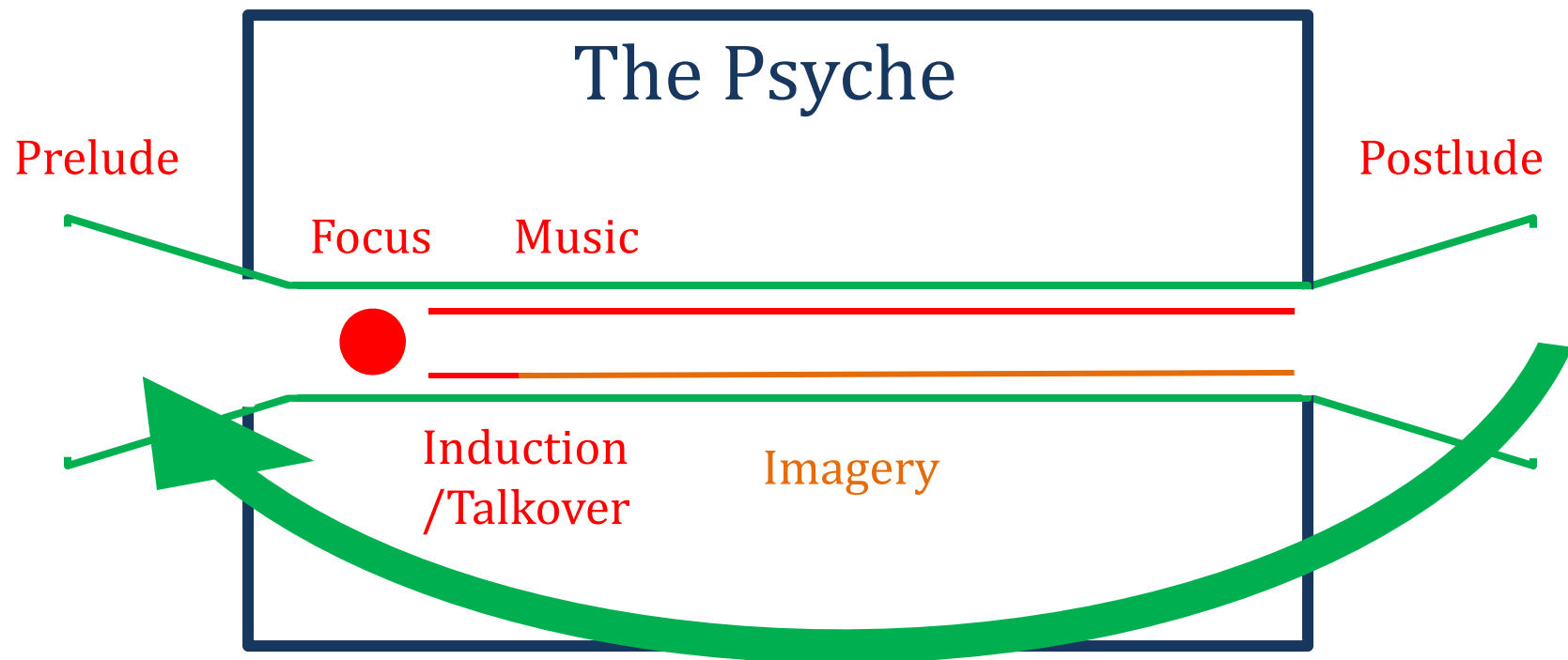
Method – Music/Imagery

- Small container, “holding” music (Summer, 1995)
- Person held in imagery by container provided by music
- No verbal interaction
- “Putting colour on paper” —capturing imagery

Method – Postlude

- Verbal processing—unpacking experiences and understandings of imagery, music, and session
- Explore linkages with Prelude material
- Create linkages with post-session experiences

Music Imagery



“a snapshot of the psyche”



Selecting music

Music selection based on the elements of music:

~ *Melody*

~ *Rhythm/Tempo/
Meter*

~ *Range/Texture*

~ *Harmony*

~ *Form*

~ *Dynamics*

~ *Instrumentation
/Tone Colour*



Selecting music

Melody

- ~ Simple melody rather than complex
- ~ More stepwise movement than leaps or jumps
- ~ Repeated melody as opposed to varied or developed.
- ~ Melody clearly audible—not concealed within other textures or by other instruments.



Selecting music

Rhythm/Tempo/Meter

- ~ Rhythm less prominent than melody
- ~ Simple rhythmic structures
- ~ Little or no changes in rhythm or tempo
- ~ Tempo avoids extremes—not moving from very slow to very fast, no abrupt stoppages



Selecting music

Range/Texture

- ~ Smaller musical space created by fewer musical parts
- ~ More cohesive texture—avoids extremes



Selecting music

Harmony

- ~ Consonant rather than dissonant—
Pleasing to the ear, not challenging
- ~ Harmony remains fairly constant.
- ~ Limited or no movement away
from home key.



Selecting music

Form

- ~ Music unfolds organically
- ~ More repetition than development used to create musical material
- ~ Typical forms:
 - ~ Binary (AB)
 - ~ Ternary (ABA)
 - ~ Rondo (ABACA)



Selecting music

Dynamics

- ~ Dynamic level does not overpower listener
- ~ Little or no dynamic change
- ~ Any change occurs gradually



Selecting music

Instrumentation/Tone Colour

- ~ Blended instrumentation versus discrete
- ~ Expected sounds, not unfamiliar
- ~ Instrumentation fairly constant
- ~ Changes in tone colour are gradual and expected

Selecting Music

Small Container Continuum



Less Holding
Less Evocative
Smaller Container

More Holding
More Evocative
Larger Container



Selecting music

Samples

Gontiti- Flow

Waterfall Creek

Nyandolo

Papillon

Renouncement

Rhosymedre



Selecting music

Samples

Gontiti- Flow

Waterfall Creek

Nyandolo

Papillon

Renouncement

Rhosymedre

**Due to copyright restrictions,
music samples have been
removed. Contact presenter for
more information.**

Selecting Music

Small Container Continuum



Less Holding
Less Evocative
Smaller Container

More Holding
More Evocative
Larger Container



Selecting music

Samples

Gontiti- Flow

Waterfall Creek

Nyandolo

**Due to copyright restrictions,
music samples have been
removed. Contact presenter for
more information.**

Papillon

Renouncement

Rhosymedre

Selecting Music

Small Container Continuum



Less Holding
Less Evocative
Smaller Container

More Holding
More Evocative
Larger Container



Selecting music

Samples

Gontiti- Flow

Waterfall Creek

Nyandolo

**Due to copyright restrictions,
music samples have been
removed. Contact presenter for
more information.**

Papillon

Renouncement

Rhosymedre

Selecting Music

Small Container Continuum



Less Holding
Less Evocative
Smaller Container

More Holding
More Evocative
Larger Container



Selecting music

Samples

Gontiti- Flow

Waterfall Creek

Nyandolo

Papillon

Renouncement

Rhosymedre

**Due to copyright restrictions,
music samples have been
removed. Contact presenter for
more information.**

Selecting Music

Small Container Continuum



Less Holding
Less Evocative
Smaller Container

More Holding
More Evocative
Larger Container



Selecting music

Samples

Gontiti- Flow

Waterfall Creek

Nyandolo

Papillon

Renouncement

Rhosymedre

**Due to copyright restrictions,
music samples have been
removed. Contact presenter for
more information.**

Selecting Music

Small Container Continuum



Less Holding
Less Evocative
Smaller Container

More Holding
More Evocative
Larger Container



Selecting music

Samples

Gontiti- Flow

Waterfall Creek

Nyandolo

Papillon

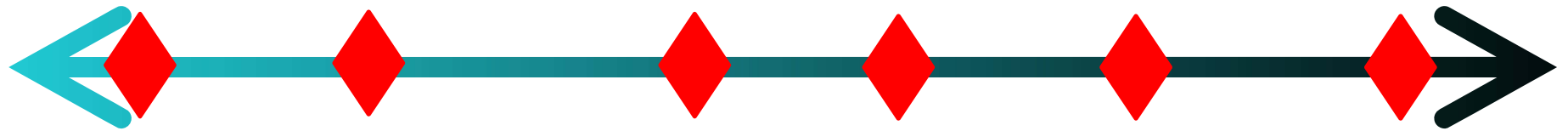
Renouncement

Rhosymedre

**Due to copyright restrictions,
music samples have been
removed. Contact presenter for
more information.**

Selecting Music

Small Container Continuum



Less Holding
Less Evocative
Smaller Container

More Holding
More Evocative
Larger Container

Selecting music

Supportive ↔ Re-educative

- ~ Free of tension
- ~ Melody, harmony, and rhythm are simple
- ~ Meter, dynamics, tone colour have minimal or no changes
- ~ Form is repetitive
- ~ *“Like an ocean with no waves”*
- ~ Promotes focus and holds person in one place (positive internal resource)

- ~ Medium tension
- ~ Tension created by melody, harmony, rhythm, meter, dynamics, or tone colour
- ~ Form is repetitive or contrasting theme. Not much development
- ~ *“Like an ocean with choppy waves, but no current”*
- ~ Promotes focus and holds Person in one place (conflictual issue)



Music Imagery

Informed Participation

Music Imagery

The background is a solid blue color with a subtle pattern of diagonal lines. In the top right corner, there is a faint, light blue graphic of a piano keyboard. Scattered around the slide are several light blue musical symbols: two eighth notes in the top left, a treble clef in the top right, two eighth notes in the middle right, and a bass clef in the bottom left.

Music Imagery

**Due to copyright restrictions,
music samples have been
removed. Contact presenter for
more information.**

The background of the slide is a solid blue color with a subtle pattern of diagonal lines. In the top right corner, there is a faint image of a piano keyboard. Scattered across the slide are several musical symbols: two eighth notes in the top left, a treble clef in the top right, a single eighth note in the middle right, and a bass clef in the bottom left.

Table Talk

What were your experiences with Music Imagery?

- ❖ Music
- ❖ Imagery
- ❖ Putting colour on paper

Acknowledgements



You!



Contact information



eric@attunecounselling.ca



(902) 482-4451



@attune_Halifax