

## **TRANSCRIPT: Music therapist: working with other school staff**

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As a music therapist I use improvised music as a means for children to communicate. So, a typical session might be a child come into the room and I'd start playing the piano to their banging or their walking or their vocalisations, so that they get a sense of being listened to and answered without speech.

Music therapy is not like a lesson. It's a therapeutic process that can evolve over two terms, a year, two years and there is a lot of psychodynamic aims and there is a lot of transference and counter-transference between me and the child.

If something significant has happened in the session, you know, a child with autism suddenly looks at me and smiles during something I've played, which is a real shift, then it's quite important to relate that back to the class teacher because, quite often, children will respond differently in music therapy from their normal day class.

I have done some training with staff on how to work musically. So they're not going to be music therapists, but there are a few activities that I've shown them. So for example, sometimes staff will come to me and say, 'What can we do with this child he keeps hitting something or other?' and I'll say, 'Try a drum and sing at their tempo and dynamics to reach a musical relationship'.