

Denmark

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Snapshot

Area

4,959 square kilometers; Denmark is comprised of the Jutland peninsula and 443 islands, including the two largest: Zealand and Funen. Greenland and Faroe Island are also part of the Kingdom of Denmark. Bordering countries are Germany, England, Norway, and Sweden.

Population

5,580,516 (2012 est.)

Official Language

The official language is Danish.

Ethnic Groups

Danish citizens, 95.2%; other Europeans, 3%; Asians, 1%; Africans, 0.5%; others, 0.3%

Median Age

39.8 (2012 est.)

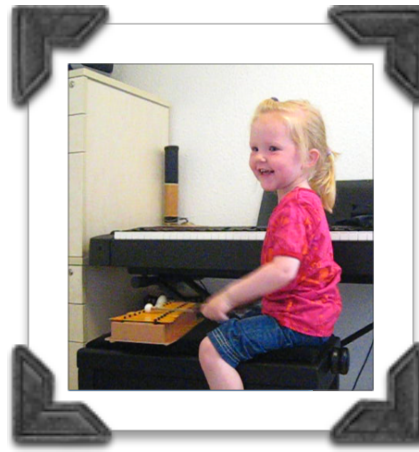
Children under 5

385,709 (i.e., 7% of the population)

Source

Statistics Denmark
www.statistikbanken.dk

Gyldendal's Open Encyclopedia
www.denstoredanske.dk 2012



**"Children are great imitators. So give them something great to imitate."
- Anonymous**

Demographics

Currently, there are 126 members of the Danish Association of Music Therapists. Thirty of these members are working with children with developmental disabilities and disorders. Of these thirty, half are working with children under the age of 5.

Background Information

The Master's program at Aalborg University is where most music therapists are educated in Denmark. One semester of the training program focuses on children and adults with developmental disabilities including research and research methods applied. The Master's program was established in 1982 and the Doctoral program in 1995. Still, music therapy is not widely recognized in Denmark and there is no possibility of becoming either certified or registered as a music music therapist. However, music therapists are employed by the state and counties. Aalborg University and the Danish Association of Music Therapists are currently working on establishing official recognition from the Danish government.

Common Approaches

Music therapists provide services to young children in a variety of clinical settings including child development services, special needs daycare centers, and preschools. A smaller number of music therapists have temporary contracts with family care centers, refugee centers, rehabilitation centers, and hospital units. Early childhood music therapy is a developing field and not yet fully established within the Danish healthcare system.

Early childhood music therapy interventions include assessment of the needs of the child, development of social, emotional, physical and cognitive competences, educational and emotional support to parents, and building healthy parent-child relationships. Music therapists often work in multidisciplinary teams in collaboration with physical therapists, occupational therapists, psychologists, pediatricians, psychiatrists, and speech language pathologists to find the best possible treatment option for the individual child. Some music therapists are employed in permanent positions by the state and counties while others are employed on a temporary basis through funding for research projects. It is also common for music therapists to have private contracts with various health agencies and/or individual families.

At the 5-year Master's program at Aalborg University, students study an eclectic approach with an emphasis on psychotherapeutic training inspired by Julien Alvin, Mary Priestley, Nordoff and Robbins, and Carl Orff for early childhood practice. Improvisational techniques and child/therapist led activities are considered essential for work with children with developmental disabilities.

Imitating, mirroring, matching, and variations of these are seen as vital for the young child's development of communicational skills. Within other areas of early childhood, music therapists also use gestural, familiar and improvised songs, turn-taking activities, and different kinds of receptive interventions.

Prominent Publications

- Geretsegger, M. Holck, U., Gold, C. (2012). Randomized controlled trial of improvisational music therapy's effectiveness for children with autism spectrum disorders (TIME-A): Study protocol. *BMC Pediatrics* 2012, 12(2), 1-9.
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- Holck, U. (2004). Turn-taking in music therapy with children with communication disorders. *British Journal of Music Therapy*, 18(2), 45-53.
- Holck, U. (2007). Musikterapi i lyset af musikalske træk i tidlige dialoger [Music therapy from a perspective of musical features in early dialogue.] *Psyke & Logos* 28, 408-426.
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disorder]. *Tidsskriftet for Dansk Musikterapi*, 8(2), 27-35.

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- Irgens-Møller, I. (1999). Music Therapy in Child Psychiatry – a two-year project on a psychiatric unit for pre-school children. *Nordic Journal of Music Therapy*, 8(1), 72-75.
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- Rauff-Larsen, A. (2012). Vejledning som integreret element i musikterapeutisk praksis. [Guiding as an integrated element in music therapy practice], *Tidsskriftet for Dansk Musikterapi*, 9(1), 59-63.
- Wigram, T., Bonde, L. O. & Pedersen, I. N (2002). Music therapy in clinical practice. In: *A Comprehensive Guide to Music Therapy. Theory, Clinical Practice, Research, and Training*. London & Philadelphia: Jessica Kingsley Publishers.

About the Author



Stine Lindahl Jacobsen finished her Ph.D. in 2012. Her clinical area focuses on children and families at risk. Jacobsen teaches in the Masters program of Music Therapy, Aalborg University and is also a board member of the Danish Association of Music Therapists.

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