

Spain

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"Children are like wet cement. Whatever falls on them makes an impression."

- Haim Ginott

Snapshot

Area

505,307 square kilometers; Spain is located into Southwestern Europe and divided in 17 provinces including the Balearic and the Canary Islands.

Population

47,042,984 (July 2012 est.)

Official Language

The official language is Castilian Spanish (74%) followed by Catalan (17%), Galician (7%), and Basque (2%).

Ethnic Groups

Composite of Mediterranean and Nordic types

Median Age

40.5 years (2011 est.)

Children under 5

2,601,100 children, 22% of those have disabilities (CIIMU, 2007)

Source

The World Factbook
<https://www.cia.gov/library/publications/the-world-factbook/geos/sp.html>
CIIMU(2007)
www2.ohchr.org/english

Demographics

Although music therapy has a long tradition in Spain, it is still a developing profession. This is evidenced by the lack of unification of organisations and the difficulty involved in working towards this goal. Currently, there are nine Universities that offer training programs in music therapy at the postgraduate level as well as three private institutes. According to a study by Poch (2008), 1336 people were identified as trained music therapists since 1986. Due to the high number of music therapy associations in Spain (approximately 18-20) it is difficult to provide reliable data clearly indicating current music therapy practice, especially as related to specific populations and work settings .

Sources: Poch, S. (2008). Los profesionales Musicoterapeutas en España en la actualidad. *Actas del II Congreso nacional de Musicoterapia [Proceedings of the II National Congress of Music Therapy]*. Zaragoza, Marzo 2008, 110-114.

Founded in 2007, the Professional Association Asociación Española de Musicoterapeutas Profesionales (AEMP), started to focus on governmental recognition of music

therapy as a health profession. For more information please visit <http://www.webjam.com/musicoterapeutas>.

To support this endeavor and to provide data on current trends related to clinical practice of music therapy in Spain, Sabbatella and Mercadal-Brotons (in progress) conducted a survey study. Preliminary results indicate that, out of 150 respondents from different parts of Spain, 69 music therapists work part-time in early childhood settings, especially with children between the ages of 2 to 7 years. The diagnosis most frequently represented in this were Developmental Disabilities, Autism Spectrum Disorders, behavioral issues, Attention Deficit Hyperactivity Disorder, physical disabilities, multiple disabilities, sensory disorders, language disorders, learning disabilities, and premature birth.

Currently, many music therapists are hired under other job titles (i.e., music teachers or psychologists) as a specific professional description of music therapy still does not exist. Although there are some public institutes that employ music therapists, most music therapists work with private agencies specializing in early childhood (e.g., special education centers, children's hospitals, organizations, child care centers/preschool settings, music schools, music therapy clinics, and other type of clinics).

The funding mainly comes from private sources or grants.

Background Information

The special education laws in Spain have evolved from 1970 to 2006. Article 74 of the Ley Orgánica de Educación 2/2006 (Organic Law 2/2006 on Education) of May 3, states that the schooling of students with special educational needs shall be governed by the principles of normalization and inclusion. It also provides for the possibility of schooling within special education centers, when children's needs cannot be adequately met in the context of in regular schools.

The goal of the specialized schools is to serve students with special needs between the ages of 3 and 21 years to assist them in reaching their full potential related to personal, academic, and social development. This is achieved through the implementation of measures for diversity with a distinctly specific and personalized character. The law also recognizes that it is the responsibility of educational authorities to provide those services that will meet the needs of students with disabilities.

Although music therapy services are not specifically included in the law, music is part of the curriculum of many institutes offering early childhood education, especially in special education centers. As part of this subject, and as an extra-curricular activity, music therapists are often solicited to provide their services for this age group.

Source:
LEY ORGÁNICA 2/2006, de 3 de mayo, de Educación. Boe núm. 106. Retrieved from <http://amaiars.wordpress.com/contenidos/sistema-educativo/educacion-especial/>

Common Approaches

There are various theoretical and methodological music therapy approaches in Spain, ranging from the Benenzon Model of Music Therapy, Nordoff-Robbins Music Therapy to a Cognitive-Behavioral approach. Humanistic and developmental psychology and music

educational approaches (e.g., Orff, Dalcroze, and Kodaly) are also part of early childhood music therapy practice, especially since some of the interventions take place in music schools.

Prominent Publications

- Del Olmo Barrios, M. J. (2009). *Musicoterapia en cuidados intensivos pediátricos [Music Therapy in Pediatric Intensive Care Units]*. In P. Martí Augé & M. Mercadal-Brotons (Eds.), *Musicoterapia en medicina. Aplicaciones prácticas [Music therapy in medicine: Practical Applications]* (pp. 127-142). Barcelona: Editorial Médica JIMS.
- La Cárcel Moreno, J. (1995). *Musicoterapia en Educación Especial*. Murcia: Universidad de Murcia.
- Mateos Hernández, L. A. (2004). *Actividades musicales para atender a la diversidad [Musical activities to address diversity]*. Madrid: Instituto Calasanz de Ciencias de la Educación.
- Mercadal-Brotons, M., & Martí Augé, P. (in press). *Música, musicoterapia y discapacidad [Music, music therapy and disability]*. Barcelona: Editorial Médica JIMS.
- Vaillancourt, G. (2012). *Música y Musicoterapia: Su importancia en el desarrollo infantil [Music and music therapy: Its importance for child development]*. Madrid: Narcea Ediciones.

Note: The number of publications specific to music therapy with young children is increasing. There are also dissertations and other research projects in the area of early intervention coming out of Spain.

About the Author



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Israel

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Snapshot

Area

20,700 square kilometers; Israel is located in the Middle East, along the eastern shore of the Mediterranean Sea.

Population

7,836,300 (2011 est.)

Official Language

The official languages are Hebrew and Arabic.

Ethnic Groups

The largest ethnic group is Jewish (75.3%) followed by Arabs (20.5%). Smaller minorities include Negev Bedouins, Druze, Christians, Circassians and Samaritans (4.2%).

Median Age

28.6 years

Children under 5

Almost 1 million children

Sources

CBS (2011)

http://www.cbs.gov.il/shnaton62/st02_19.pdf

Israel Wonders

http://www.goisrael.gov.il/tourism_heb2/Pages/default.aspx



"There are no bad children. There are children who feel bad."

-Janusz Korczak

Demographics

Music therapy as a profession was founded as part of the Israeli Association of Creative and Expressive Therapies (I.C.E.T) in 1971. In music therapy, four main areas of practice have developed throughout the years: Music psychotherapy, music in medicine, music in special education, and community music therapy. Currently, there are four music therapy training programs located at Bar Ilan University in Ramat Gan, David Yellin College in Jerusalem, Levinsky College in Tel Aviv, and Haifa University. There is legislation in motion to license people as music, art, drama, dance-movement, and psychodrama therapists as well as bibliotherapists.

There are approximately 120 music therapists who are registered in the professional association, though the total number of music therapists in the country is higher. Music therapists in Israel work with a wide range of populations in a variety of settings, as well as in private practice and as program administrators.

Background Information

The majority of music therapists in Israel work with children. However,

only about 15% work with children under the age of five. Practitioners provide services for young children and their families in settings such as child developmental centers, children's day care centers, children's wards in hospitals, therapeutic and rehabilitation centers, kindergartens for children with special needs, early intervention programs for children at risk, and private practice.

The following are a few examples of such centers and associations which provide music therapy services:

- The Association for Children At Risk
<http://www.childrenatrisk.co.il/en/index.asp>
- The Multidisciplinary Center for Children with Hearing Loss (MICHA)
<http://www.michata.org.il/page8.html>
- Israeli Rett Syndrome Foundation
<http://www.rettisrael.org/84636/English>
- The Association for Advancing Blind Children and those who Suffer from Vision Deficiencies (ELYA)
<http://www.eliya.org.il/>