

EASY-READ SUMMARY

## **Whose Power, Whose Language? Exploring Issues of Power and Language in Music Therapy**

**The topic for this special issue is power and language  
in music therapy.**

**We are four people who have been working with this  
special issue:**

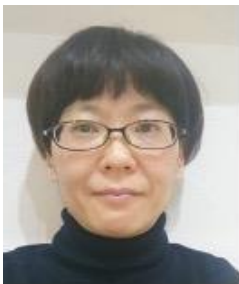


Image description: close up photographs of four people. Hiroko (left) is a Japanese woman with short dark hair and glasses. Maren (second left) is a German woman with brown hair. Andrew (second right) is an Italian-American man with greying dark brown hair and glasses. Alyssa (right) is a white Ashkenazi Jewish person with long dark hair and glasses.

## **Power and language in music therapy includes topics like**

- the language music therapists use to describe people, music and processes
- the fact that most music therapy texts are written in English
- the fact that the language therapists use is often complicated
- the fact that of spoken language is usually the focus of music therapists

**We have experienced power and language issues while working with this special issue:**

- Most of the articles are written in English and by people from Western countries
- We have ourselves experienced challenges with English communication.
- Some of our contributors use language in a way that was unfamiliar for some of the specialists who worked with us.

## **The special issue includes 15 contributions**

- Roia Rafieyan explores the power of nonspeaking autistic adults saying “no” to music therapy.
- Stella Hadjineophytou shares their work with Kirsty, exploring how the language around disability affects their perception.
- Tamar Hadar reflects based on their work with one family on how people who use more than one language and connect to more than one culture respond to music therapy.
- Efrat Roginsky shares the perspective of being a Hebrew speaking music therapist, challenging the idea that there can be a universal language.
- Kezia Putri explores how Indonesian music therapy students experience that many learning resources are in English.
- Steph Ban shares their experience with occupational therapy with musical elements. They talk about differences between music as therapy and music as an access tool and a source of creativity and pleasure.

- Tony Gee's contribution consists of two parts. The first part is a conversation with their co-author Mike about submitting an abstract to the special issue, while the second part shares the communication about the contribution between authors, reviewer, and guest editors.
- Heather Strohschein, Mags Smith, and Linda Yates video shows a conversation on language and jargon.
- Nsamu Moonga explores the emotional labour of translating.
- Gisle Fuhr and Karette Stensæth reflect on the idea of therapy in the context of child welfare.
- Russ Palmer and Stina Ojala describe practice with deafblind music therapy participants.
- Jo Parsons reflects on aspects of power and language in music therapy within a mainstream school context.
- Julia Fent shares an analysis of German music therapy textbooks, focusing on discrimination.

- Vern Miller shares a review on Ted Ficken's book on hate music.
- Nicki Power, Catherine Carr, Emma Millard, and the artists and activists at The Lawnmowers Independent Theatre Company share their participatory research on jargon, power and labels.

**The contributions show that we need to:**

- reflect about language choices
- listen and to learn from those with lived experience
- question English language in education, research and practice
- develop terminology together with music therapy participants.

The full text is published at: <https://doi.org/10.15845/voices.v22i3.3808>