

The identical two assessment sessions one week apart started with an informal opening, followed by a welcome song. Three exercises followed, after which a period of free play ensued before the session ended with a farewell song.

Beginning. The parent and child (hereafter referred to together as “clients”) entered the room. While the therapist tuned the guitar, they were invited to have a look around.

*Goal or reason:* This exercise was important, because it provided an opportunity to see how the clients reacted to an undirected and unstructured beginning, and how the parent spontaneously responded to the child in this particular setting.

A Secure Frame. The session started with an easy, familiar greeting song and ended with a farewell-song. This was provided in order for the clients to feel as secure and safe as possible.

Next followed three exercises. In each exercise the therapist participated the first time the exercise was undertaken in order to provide a role model for the family. To avoid interfering in the interaction between parent and child, the clients were then asked to do the exercise a second time without the therapist’s involvement.

Exercise One. Ex1 contained two parts. In Part 1 the clients were asked each to choose an instrument and to try out their chosen instruments, taking turns to do so. In Part 2 the clients were instructed to first play softly, then loudly, and then softly again without talking to each other.

*Goal or reason:* The exercise was designed to observe who took initiative and who followed whom, and to assess the autonomy relationship and the parental response type.

Exercise Two. In Ex2, the clients were instructed to play in turns without talking. The music therapist clearly role modelled different ways of playing one's turn when she participated including playing short, long, loud, soft, and clear passing of turns melodically, rhythmically, etc.

*Goal or reason:* Here the turntaking between the parent and child could be assessed, and the research could evaluate their way of communicating. This exercise served as the basis for an additional turn-giving analysis developed in this study.

Exercise Three. In the Ex3, the clients were instructed to take turns in following and leading each other in the music. Again the therapist participated with the clients the first time, and afterward the clients did the exercise alone.

*Goal or reason:* This exercise was constructed to analyse the autonomy relationship and the parental response.

Exercise Four. Free play was an opportunity for the clients to play freely together without any specific instructions or playing rules. The therapist simply invited the clients to play as they pleased requiring only that they could hear each other. The music therapist played along and minimized her directive playing and focused solely on being an accompanist in order not to influence the interaction between parent and child.

*Goal or reason:* This exercise made it possible to assess how clients reacted to an undirected activity and provided insight about the autonomy relationship between parent and child and the parent's response. The therapist played along in this exercise to ensure a feeling of safety and comfort for the clients, and to gain awareness of, insight into, and sensitivity towards the interaction between mother and child from being "on the inside" of the musical experience