



**Jessica Kingsley**  
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# MUSICAL ASSESSMENT OF GERONTOLOGIC NEEDS AND TREATMENT

## THE MAGNET SURVEY

### Client Profile

Name:

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Nickname:

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Birthdate:

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Birthplace:

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Address:

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Phone:

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Responsible Party:

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Phone: 

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Email address: 

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Other Responsible Party:

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Phone: 

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Email address: 

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Physician:

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Phone:

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Diagnosis:

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Precautions:

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Religious, Spiritual, Gender, and Cultural Considerations:

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Academic Background:

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Occupational Background:

Hobbies:

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Previous Music Therapy Treatment:    Yes       No       Details: \_\_\_\_\_

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Musical Background:

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Predominant Emotional State During Assessment:

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Predominant Emotional State as Reported by:    Client       Family       Staff       Other

Referring Party/Reason for Referral:

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Comments:

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Therapist:

Date:

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# MUSICAL ASSESSMENT OF GERONTOLOGIC NEEDS AND TREATMENT (THE MAGNET SURVEY)

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## MUSICAL PREFERENCES

Favorite Composer(s)/Performer(s):

Favorite Song(s):

Favorite Instrument(s):

Styles:

Check box if applicable:

- ☐ Big Band
- ☐ Bluegrass
- ☐ Broadway/Movie Musicals
- ☐ Classical:
  - ☐ Instrumental
  - ☐ Vocal
  - ☐ Both

- ☐ Country
- ☐ Easy Listening Electronic
- ☐ Folk
- ☐ Gender and Equity Needs and Considerations (specify) \_\_\_\_\_
- ☐ Gospel
- ☐ Heavy Rock Electronic
- ☐ Jazz
- ☐ Marching Band
- ☐ Meditative
- ☐ Musical TV Shows
- ☐ Opera
- ☐ Patriotic (specify country) *and Preferred Repertoire:* \_\_\_\_\_
- ☐ Pop Music
- ☐ Ragtime
- ☐ Rhythm and Blues
- ☐ Sacred Music/Hymns (specify): \_\_\_\_\_
- ☐ Soul
- ☐ Other (specify): \_\_\_\_\_

Favorite Musical Activity:

Check box if applicable:

- ☐ Attending Group Music Activity
- ☐ Explore Music/Investigate Musical Current Events
- ☐ Learn to Read Music

☐ Plays an Instrument (specify): \_\_\_\_\_

☐ Alone

☐ In Group

☐ One on One

☐ Pursuing Future Musical Skills

☐ Sing:

☐ Alone

☐ In Group

☐ One on One

Information gathered from:   Client      Family      Staff      Other

Therapist:

Date:

\_\_\_\_\_

\_\_\_\_\_

# MUSICAL ASSESSMENT OF GERONTOLOGIC NEEDS AND TREATMENT

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## THE MAGNET SURVEY

### MODEL SESSION

#### Part 1: Individual

##### Opening

##### Spot Assessment

- Auditory and visual function. Cognition. Communication. Discomfort. Emotional status. Fine motor coordination. Gross motor skills. Socialization. Verbal/nonverbal responses.

##### Warming Up—Upper Extremities

- Offer the client a choice of recorded dance music in a variety of rhythms and tempi.
  - Initiate one- and two-step cues. Increase complexity incrementally if responses are positive.
  - Examples of one-step cues (upper extremities, gross motor):
    - Swing arms laterally, in a circle, up and down: Yes ☐ No ☐
    - Holding object in right hand, cross midline to left side of body. Reverse direction left to right: Yes ☐ No ☐
    - Bilaterally, holding object in both hands, move object above, below, forward (front) and return to chest level: Yes ☐ No ☐
  - Examples of one-step cues (upper extremities, fine motor):
    - Grasp object in left hand; move laterally, up, and down: Yes ☐ No ☐
    - Grasp object in right hand; move laterally, up, and down: Yes ☐ No ☐
    - Note grasp type: Hook (straight) ☐ palmar (in palm) ☐ cylindrical (cupped) ☐ or pincer (thumb and forefinger) ☐ Left ☐; Right ☐; Bilaterally ☐
    - Observe for wrist flexibility, contractures, grasp strength, and discomfort:
-

- Examples of two-step cues (lower extremities, gross motor):
    - Raise knee; stamp foot. Repeat with opposite knee and foot: Yes ☐ No ☐
    - Move or swing both feet to the client's left; then to the right: Yes ☐ No ☐
    - Comments \_\_\_\_\_
- 

## Dancing

- Is the client receptive to:
  - Holding hands and swaying: Yes ☐ No ☐
  - Standard dance position while sitting: Yes ☐ No ☐
  - Modified dance position while sitting: Yes ☐ No ☐
  - Standing and remaining stationary while dancing: Yes ☐ No ☐
  - Standing and moving feet/body while dancing: Yes ☐ No ☐

## Endurance

- Singing: Under 1 minute ☐ 1 verse or chorus of song ☐ Complete 2 verses and choruses of song ☐ Other: \_\_\_\_\_
- Physical: Tempo ☐ Slow ☐ Moderate ☐ Medium ☐ Fast ☐ Under 1 minute ☐ 1 verse or chorus of song ☐ Other: \_\_\_\_\_
- Duration: Upper extremities: \_\_\_\_\_ Lower extremities: \_\_\_\_\_

## Rhythmicity, Attention, Hearing, Interactions with Others

- With instrument, follow changes in tempo in duple and triple meter: Yes ☐ No ☐
- While clapping, follow changes in tempo in duple and triple meter: Yes ☐ No ☐
- Swing arms back and forth: Yes ☐ No ☐

## Memory

- Short-term: What was your favorite food at your last meal? What is one of your favorite foods? Let's share a song about it: \_\_\_\_\_
- Mid-term: What is one thing you would like to do today? \_\_\_\_\_
- Long-term: What was your favorite subject in school? Let's sing a song about that time ("School Days," "What a Wonderful World" (Cooke)): \_\_\_\_\_



## Singing/Visual Discrimination

- Choice making: Ask the client to select a song. Verbal cues of titles, song titles on small cards, or other cues appropriate for the client's abilities may be used.

Response: \_\_\_\_\_

- Using a client-preferred song, ask the client to sing. A suggested list of songs appears on page 42. This will also assess reading comprehension. If the client appears unable, in order to preserve dignity, the following question is suggested: "Do you want to read it, or do you want me to read it?" Response: \_\_\_\_\_
- Using red, blue, yellow, and green instruments, ask the client to point to each, and then select one of them. The therapist will play a related song.

Song suggestions:

- Red: "Red Red Robin," "Red Sails in the Sunset"

Selected: \_\_\_\_\_

- Blue: "Blue Moon," "Alice Blue Gown," "Blue Hawaii"

Selected: \_\_\_\_\_

- Yellow: "Yellow Rose of Texas," "Yellow Submarine"

Selected: \_\_\_\_\_

- Green: "Green Green," "Four Leaf Clover," "Bein' Green"

Selected: \_\_\_\_\_

- Introduce a "Name That Tune" interaction. Using the song list on page 42, ask the client: "How many notes would you like to hear to name that tune?" After the client's verbal or nonverbal selection, play or sing the notes of an easily recognized tune. If the client does not respond, increase the number of notes until the client succeeds. Provide a verbal clue if necessary. Accept a partial answer when appropriate.

Number of Notes: \_\_\_\_\_

## Instrument Identification and Usage

- Ask client to select verbally ☐ nonverbally ☐ between two instruments: \_\_\_\_\_ and \_\_\_\_\_. Observe for eye tracking and other related responses. If visually impaired, shake each instrument and then assist the client while grasping instrument.
- Cue/request the following types of play:
  - Right-handed Yes ☐ No ☐
  - Left-handed Yes ☐ No ☐

- Hold bilaterally (with both hands) Yes ☐ No ☐
- Cross midline with right hand and arm, then left hand and arm Yes ☐ No ☐
- Use recorded music and modeling if appropriate Yes ☐ No ☐
- Introduce and assist as needed in playing:
  - Melody bells Yes ☐ No ☐
  - Kalimba Yes ☐ No ☐
  - Autoharp or Q-chord Yes ☐ No ☐
  - Drum Yes ☐ No ☐
  - Other instrument at therapist's discretion: \_\_\_\_\_

## Part 2: Group

- Focuses attention on task for \_\_\_\_\_ (minutes/seconds)
- Attends to: therapist ☐ co-facilitators ☐ staff ☐ peers ☐ others ☐ visually ☐ aurally ☐  
when approached ☐ Other: \_\_\_\_\_
- Observably responds in context to mood/stimulus of: facilitator(s) ☐ group ☐ music ☐  
Other: \_\_\_\_\_ Describe: \_\_\_\_\_
- Recognizes: peers ☐ facilitator(s) ☐ staff ☐ others ☐ by name ☐ by sight ☐  
spontaneously ☐ with cue ☐ Other: \_\_\_\_\_
- Interacts with: peers ☐ spontaneously ☐ with verbal cues ☐ with assistance ☐
- Interacts with facilitator(s) and staff: spontaneously ☐ with verbal cues ☐ with assistance ☐

Other observable responses to the group process:

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Affective responses:

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Clarity of speech and singing:

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Proprioception:

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Other observable responses/Comments:

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Client: \_\_\_\_\_

Therapist: \_\_\_\_\_ Date: \_\_\_\_\_

# THE MAGNET SURVEY

## MUSICAL ASSESSMENT OF GERONTOLOGIC NEEDS AND TREATMENT

### Section A: Cognition

#### Attention

- ☐ Attends to musical cues: Sung or played ☐ Nonverbal (modeling) ☐
- ☐ Completes ☐ Partially completes ☐ Does not complete requested tasks ☐
- ☐ Learns ☐ Does not learn new material ☐
- ☐ Focuses on musical tasks for (specify duration):  
\_\_\_\_\_

#### Speed of Information Processing

- Length of time between musical cue and observable response: seconds ☐ minutes ☐
- Responds to own name: Verbally ☐ Eye gaze ☐ Other (specify): \_\_\_\_\_
- Length of time (specify): \_\_\_\_\_

#### Response Inhibition

- Starts/stops playing when song begins or ends ☐ Sings/plays perseveratively ☐

#### Flexibility

- Shifts focus from one musical stimulus to another: Independently ☐ With cueing ☐
- With verbal assistance ☐ With physical assistance ☐

#### Memory

- Correctly identifies songs: By lyrics only ☐ By melody and lyrics ☐ By melody only ☐
- Does not identify ☐
- Recognizes care staff: Verbally ☐ Nonverbally ☐ Not observed ☐
- Recognizes peers who are frequently nearby: By name ☐ By face ☐ Not observed ☐

Recalls a memory, feeling, or experience associated with musical experiences:  
Yes ☐ No ☐

Recognizes music therapy staff when seen: Frequently ☐ Weekly ☐ Biweekly ☐  
Monthly ☐ After an extended absence (duration \_\_\_\_\_) ☐ No observable  
recognition ☐

Recognizes visiting family and friends: Yes ☐ No ☐

Interacts with family and friends: Yes ☐ No ☐

### **Rhythmic Pattern Recognition**

Initiates rhythms and listens when repeated: Yes ☐ No ☐

Recalls and repeats rhythms after hearing: Yes ☐ No ☐

### **Reality Orientation**

Recalls events: Short-term ☐ Middle-term ☐ Long-term ☐ Verbally ☐ Gesturally ☐

### **Academic Skills:**

Reads: Yes ☐ No ☐

Writes: Yes ☐ No ☐

Other (Specify): \_\_\_\_\_

### **Comments:**

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## **Section B: Emotional Status**

### **Self-Concept**

Significant positive or negative comments about self (specify): \_\_\_\_\_

Significant comments about others (specify): \_\_\_\_\_

Willing to attempt new tasks: Yes ☐ With verbal support ☐ No ☐

## Affective Responses

Regulates mood in response to musical stimuli: Yes ☐ No ☐

Nonmusical source of information: Chart ☐ Client interview ☐ Staff ☐

Predominant emotional state: Euphoric ☐ Sad ☐ Reserved ☐ Dysphoric ☐

Anxious ☐ Labile ☐ Fearful ☐ Calm ☐ Frustrated ☐

Other (specify): \_\_\_\_\_

Expresses feelings: Verbally ☐ Nonverbally ☐ Both ☐

Does not express feelings and/or needs requiring validation: \_\_\_\_\_

## Comments:

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## Section C: Musical Engagement

### Instrumental

Instrument(s) previously played (identify): \_\_\_\_\_

Currently plays instrument(s) (specify): \_\_\_\_\_

Independently ☐ With verbal encouragement ☐ With partial physical assistance ☐

Describes musical experiences: \_\_\_\_\_

Information obtained from: Client ☐ Family ☐ Chart ☐ Staff ☐

Preferred instruments (specify): \_\_\_\_\_

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Size (circle):      S          M          L

### Instrument Use

#### MAINTAINING A BEAT

Rhythmicity: On beat ☐ Arrhythmic ☐ Sporadic ☐

Hand preference: R ☐ L ☐

Bilaterally using: Hands ☐ Mallets ☐

Unilaterally using: Hand ☐ Mallet ☐

## Vocal

Singing experiences: Professional ☐ Solo ☐ Choir/chorus ☐ Hobby ☐

With family/friends ☐ None reported ☐

Vocal range: Soprano ☐ Alto ☐ Tenor ☐ Baritone ☐ Bass ☐

Sings: Single words ☐ Phrases ☐ Familiar choruses ☐ Entire songs ☐

Articulation: Clear ☐ Partially clear ☐ Unclear ☐

Breath control: Adequate ☐ Requires breaths during phrases ☐ Minimal ☐

## Comments:

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## Section D: Dancing

Participates in dancing: Independently ☐ With a partner ☐ Self or partner ☐

Safe to dance standing alone ☐ Safe to dance standing when assisted ☐

Chair or wheelchair only ☐ Limited range of motion precautions ☐

## Section E: Motor Skills

### Fine Motor: Hand Use

Grasps instruments: Yes ☐ With assistance ☐ Unable ☐

Grasp type: Palmar ☐ Cylindrical (cupped) ☐ Hook (grip straight) ☐

Pincer (thumb and forefinger) ☐ Independently ☐ With assistance ☐

Using adaptive device (specify):

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Claps in rhythm: Independently ☐ Assisted ☐ Unable ☐

Grip strength: Intense ☐ Within normal limits ☐ Limited ☐

Weak endurance: ☐ Within normal limits ☐ 1-2 mins ☐ Under 1-2 mins ☐

## Quality of Movement

Upper right extremity ☐ Upper left extremity ☐ Bilaterally ☐

Vertical ☐ Horizontal ☐ Circular ☐ Diagonal ☐ Other: \_\_\_\_\_

Smooth ☐ Fast ☐ Slow ☐ Delayed ☐ Controlled ☐ Tremors ☐ Spastic ☐

Dyskinetic ☐

Contracture precautions: Left ☐ Right ☐ Bilaterally ☐

Support proximal joint during assistance ☐ Other: \_\_\_\_\_

## Comments:

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## Gross Motor

Swings arms: Yes ☐ No ☐ Circular motion ☐ Crosses midline ☐

Does not cross midline ☐ Unilaterally ☐ Bilaterally ☐ Symmetrically ☐ Asymmetrically ☐ Vertically ☐ Horizontally ☐ Precautions: \_\_\_\_\_

Object rebound during rhythmic activities: Yes ☐ No ☐

Endurance: Average (1 complete song) ☐ Moderately limited ☐ Severely limited ☐

Does not display endurance ☐

Moves with prop: Yes ☐ No ☐

Changes rhythm and tempo as music changes: Able ☐ With moderate assistance ☐  
With total assistance ☐

Walking: Independently ☐ Assisted ☐ Rigid ☐ Shuffling ☐ Limited balance ☐

Fall risk: Sitting ☐ Standing ☐ Adequate strength/trunk control ☐

Limited strength/trunk control ☐ Fall risk ☐ Uses recliner ☐



**Comments:**

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**Section F: Musical Engagement**

**Session Type**

Individual sessions: As assigned ☐ Clinically necessary ☐

Group sessions ☐ Both ☐

**Participates in Musical Experiences**

- ☐ Spontaneously: \_\_\_\_\_
- ☐ Independently: \_\_\_\_\_
- ☐ With verbal encouragement: \_\_\_\_\_
- ☐ With modeling: \_\_\_\_\_
- ☐ With assistance: \_\_\_\_\_
- ☐ Declines: \_\_\_\_\_

**Completes Musical Tasks**

- ☐ Independently: \_\_\_\_\_
- ☐ When requested: \_\_\_\_\_
- ☐ With modeling: \_\_\_\_\_
- ☐ With assistance: \_\_\_\_\_
- ☐ Declines: \_\_\_\_\_

**Observable Responses to the Musical Process**

Genres presented (specify): \_\_\_\_\_

Iso Principle used (describe): \_\_\_\_\_

Active acceptance ☐ Vocally responsive ☐ Physically responsive ☐ Neutral ☐  
Disapproval ☐

### Leadership Skills

- ☐ Agrees to lead/co-lead when verbally requested
- ☐ Agrees to lead/co-lead with verbal/physical support
- ☐ Leads other participants in dynamic variations expressing repertoire style and mood
- ☐ Initiates variations in dynamics
- ☐ Follows variations in dynamics
- ☐ Plays loudly compared to other participants
- ☐ Plays softly compared to other participants
- ☐ Declines to lead

### Comments:

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### Choice Making

- ☐ Initiates musical choices
- ☐ Selects musical choices upon verbal request
- ☐ Selects repertoire with written cues (song cards)
- ☐ Selects choices nonverbally between instruments or props held at eye level (eye tracking)
- ☐ Selects choices with repeated verbal support
- ☐ Blind ☐ Partially sighted ☐
- ☐ Use verbal and/or tactile cues only

**Comments:**

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**Section G: Observable Behaviors**

☐ Aggressive: Verbally ☐ Physically ☐

☐ Ambivalent

☐ Assertive

☐ Concern for others

☐ Cooperative

☐ Crying

☐ Curious

☐ Declines to participate

☐ Friendly

☐ Hoarding

☐ Self-abusive

☐ Self-stimulative

☐ Sleeping

☐ Smiling

☐ Territorial

☐ Wanders

☐ Withdrawn

☐ Other: \_\_\_\_\_

**Comments:**

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**Section H: Strengths and Abilities**

Describe the client's physical, social, and emotional abilities. How can these assets be integrated into the treatment plan?

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**Section I: Pain Management**

Reported by: Medical staff ☐ Other staff: \_\_\_\_\_ Patient ☐

Observed by therapist ☐

Physical pain: Yes ☐ No ☐

Chronic ☐ Procedural ☐ Illness related ☐ End of life ☐ Other: \_\_\_\_\_ Intensity, 1-10: \_\_\_\_\_

Medication:

List: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Side effects: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Previous music therapy interventions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Emotional pain (describe): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Section J: Sensory Processing and Task Execution

### Tactile

Sensitivity: Yes ☐ No ☐ Expressive ☐ Receptive ☐ Both ☐ Moderate ☐ Severe ☐

Accepts physical contact with (Yes or No): Therapist/facilitators ☐ Staff ☐ Peers ☐

Soft objects ☐ Hard objects ☐ Instruments ☐ Other: \_\_\_\_\_

### Auditory

Hearing acuity: Within normal limits ☐ Needs microphone in group ☐

Moderate loss ☐ Severe loss ☐ Uses hearing aids ☐

### Visual

Acuity: Within normal limits ☐ Functional with glasses ☐ Moderately impaired ☐

Significantly impaired ☐ Able to track visually ☐ Blind ☐

☐ Reads

☐ Does not read

☐ Able to recognize familiar objects and faces

☐ Other: \_\_\_\_\_

## Proprioception

Shows awareness of direction when moving towards or away from a target object:

Yes ☐ No ☐

Able to align body with seat of chair before sitting down: Yes ☐ Requires assistance ☐

Able to release object used for physical support and move towards a target object:

Yes ☐ No ☐

## Comments:

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## Section K: Social Skills and Interactions During Musical Engagement

### Peer and Staff Relationships During Musical Engagement

- ☐ Initiates interactions with: Individuals ☐ Peers ☐ Staff ☐ All ☐
- ☐ Expresses needs and concerns constructively in order to achieve a positive result
- ☐ Forms positive peer relationships
- ☐ General demeanor: Outgoing ☐ Reserved ☐ Other: \_\_\_\_\_
- ☐ Prefers individual interactions and activities
- ☐ Requires assistance to maintain relationships with others

### During Group Music Therapy

- ☐ Attends group therapy independently
- ☐ Attends when: Verbally requested ☐ Assisted ☐
- ☐ Nonverbal interactions: Spontaneous ☐ When cued ☐
- ☐ Follows others ☐ Helps others ☐ Takes turns ☐
- ☐ Accepts leadership role
- ☐ Expresses preferences

- ☐ Contributes ideas
- ☐ Requires stimulation to maintain attention
- ☐ Other: \_\_\_\_\_

**Comments:**

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## Section L: Treatment Plan

### Cognition

- ☐ Access sensory processes to reinforce and increase attention to musical tasks
- ☐ Learn new nonmusical and musical concepts
- ☐ Use tempo, rhythm, and dynamics to reinforce/increase processing speed
- ☐ Redirect responses unrelated to presented tasks
- ☐ Reinforce memory: Short-term ☐ Middle ☐ Long-term ☐ Nonmusical ☐ Musical ☐
- ☐ Use a variety of musical tasks to reinforce flexible thinking pattern
- ☐ Provide written materials: Song books ☐ Cue cards ☐ N/A ☐
- ☐ Verbally/visually connect repertoire to recalling time, persons, places, and objects
- ☐ Other: \_\_\_\_\_

### Emotional Status

- ☐ Validate expressed feelings
- ☐ Isomoodic technique for mood regulation
- ☐ Validate and reinforce self-regulated responses

### Singing

- ☐ Increase vital capacity (diaphragmatic breathing) and endurance
- ☐ Recognize and utilize enhanced emotional expression

☐ Increase frequency of dynamic expression

☐ Increase clarity of articulation

☐ Increase quantity of vocal participation

☐ None reported

☐ Other: \_\_\_\_\_

**Comments:**

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**Dancing**

Position: Standing/independent ☐ Standing with partner ☐ Sitting/independent ☐

Sitting grasping prop ☐ Sitting grasping hand of peer or staff ☐

Contracture precautions: \_\_\_\_\_

Other: \_\_\_\_\_

**Upper Extremity Motor Skills**

**FINE MOTOR**

Reinforce fine motor skills: Grasp ☐ Strength ☐ Fluidity ☐ Laterally ☐ Bilaterally ☐

Precautions: \_\_\_\_\_

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**GROSS MOTOR**

Reinforce use of: Upper right extremity ☐ Upper left extremity ☐ Bilaterally ☐

Reinforce use of: Lower right extremity ☐ Lower left extremity ☐ Bilaterally ☐

Precautions: \_\_\_\_\_

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## Musical Participation

### INSTRUMENTAL

Instrument size: Large ☐ Medium ☐ Small ☐

Weight: Heavy ☐ Medium ☐ Light ☐

Precautions for use: \_\_\_\_\_

Independently ☐ Partial assist ☐ Total assist ☐

Unilaterally ☐ Bilaterally ☐

### Comments:

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### Vocal

- ☐ Reinforce independent singing
- ☐ Increase vital capacity through diaphragmatic breathing
- ☐ Reinforce articulation
- ☐ Reinforce blending when singing with others
- ☐ Reinforce singing duets
- ☐ N/A

### Comments:

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## Observable Behaviors

### VERBAL AND NONVERBAL EXPRESSION

Validation/empathy ☐ Verbal processing ☐ Musical expression ☐ Song selection ☐  
Song writing ☐ Other: \_\_\_\_\_

## Physical Expression

Safety Precautions ☐ Validation ☐ Appropriate vocal and/or musical interventions  
(describe): \_\_\_\_\_

## Comments:

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## Strengths and Abilities

List the client's nonmusical and musical skills. Provide a reinforcing musical intervention.

Nonmusical skills: \_\_\_\_\_

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Musical skills: \_\_\_\_\_

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Reinforcing musical interactions: \_\_\_\_\_

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## Pain Management

### PHYSICAL PAIN

Rating scale, 1-10: \_\_\_\_\_ Requested relaxation music (specify): \_\_\_\_\_

Suggested relaxation music (specify): \_\_\_\_\_

Intervention(s) for nonverbal persons (specify): \_\_\_\_\_

Isomoodics ☐ Progressive relaxation ☐ Effective verbal cues (describe):

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## Sensory Processing and Task Execution

### TACTILE

Offer appropriate object: Soft ☐ Hard ☐ Rough ☐ Smooth ☐ Other: \_\_\_\_\_

Interaction with facilitator: Soft touch ☐ Firm touch ☐ Gradual regulation ☐

Inappropriate ☐

### AUDITORY

Ensure hearing aids are available

Use microphone    Speak close to: Left/Right ear

Avoid auditory cueing

No adaptive measures necessary

### VISUAL

Use visual aids ☐ Use enlarged visual aids ☐ Inappropriate ☐

### PROPRIOCEPTION

Use verbal/physical guidance to support laterality and directionality:

As needed ☐ Always ☐ Safety precautions:

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## Social Skills and Interactions

Reinforce: Verbal ☐ Nonverbal ☐ Interactions with peers ☐ Staff ☐ Both ☐

Encourage peer friendships ☐

One-on-one interactions to establish/reinforce relationship with client ☐

### Comments:

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Therapist: \_\_\_\_\_

Date: \_\_\_\_\_

Client: \_\_\_\_\_

# SESSION PLANNING SHEET

## PROCEDURAL GUIDE

Date: \_\_\_\_\_ Music therapist intern/Therapist: \_\_\_\_\_ Site(s): \_\_\_\_\_  
 Duration: \_\_\_\_\_

**Domain Areas:** Cognition ☐ Emotional ☐ Memory ☐ Motor ☐ Sensory Planning, Processing, Task Execution ☐ Singing ☐ Social: Peer/Staff/Both ☐ Speech/Language Communication ☐  
 Other (specify): \_\_\_\_\_

**Population:** Gerontology ☐ ID ☐ Psych ☐ Others: \_\_\_\_\_

**Goal:** \_\_\_\_\_

Intervention Procedure	Materials
<p>Pre-session suggestion: during set-up, utilize background music</p> <p>Welcome group</p> <ul style="list-style-type: none"> <li>Therapist Choice—Welcome Song:               <ul style="list-style-type: none"> <li>Relates to present moment (weather, time of day, current events, news, Iso Principle, etc.).</li> <li>Cultural considerations: Ensure various cultures in group are acknowledged.</li> </ul> </li> <li>Client Choice—preferred/selected song:               <ul style="list-style-type: none"> <li>If needed, ask:                   <ul style="list-style-type: none"> <li>~ Fast, medium, or slow?</li> <li>~ Everyday or church?</li> </ul> </li> <li>Use Iso Principle.</li> </ul> </li> <li>Spot Assessment—assess client functioning relative to applicable domains.</li> </ul> <p>Introduce Idea of the Day</p> <ul style="list-style-type: none"> <li>This comes from pre-session research. Search “Today in History” sites for current events/holidays. The theme could also be a musical game.</li> <li>The theme should be relevant and adaptable to the clinical population being served.</li> <li>Be ready to use successive approximations, task analysis, and/or demonstration to introduce complex themes.</li> <li>Be sensitive to potential emotional triggers in clients.</li> <li>All questions and repertoire should be directly related to the Idea of the Day.</li> </ul> <p>Ask related questions</p> <ul style="list-style-type: none"> <li>Reinforce client responses:               <ul style="list-style-type: none"> <li>Validate client response with related repertoire.</li> <li>If the response is too vague or unrelated to the current discussion, redirect with a specific, reality based, and relevant concept from the response.</li> </ul> </li> </ul> <p>Play related repertoire</p> <ul style="list-style-type: none"> <li>Reinforce and facilitate client song choices.</li> <li>Redirect choices unrelated to current discussion.</li> <li>Stay within clinically appropriate psychological boundaries.</li> <li>See “Repertoire/clinical processes” below.</li> </ul>	<p>Materials will be based on Idea of the Day:</p> <ul style="list-style-type: none"> <li>These can be visual aids, choice cards, specific instruments, etc.</li> <li>All materials should be selected with the safety needs of clients in mind.</li> <li>Materials should be multisensory in order to engage all levels and sensory needs of clientele.</li> </ul> <p>Repertoire/clinical process</p> <p>See attached list</p> <p>Bridge/transition Song</p> <ul style="list-style-type: none"> <li>This song should be a direct, musical introduction of the Idea of the Day.</li> <li>It may also be used in transitions between discussion topics to reinforce and maintain the flow of the session.</li> </ul> <p><b>Transition question(s)</b></p> <p>Rely on personalization</p> <p>Phrase length:</p> <ul style="list-style-type: none"> <li>Keep cognitive, communication, social, and emotional levels of clients in mind.</li> <li>Be simplified and dignified.</li> <li>Be specific.</li> </ul> <ul style="list-style-type: none"> <li>Order the questions sequentially. Use a logical order to ensure fluidity and cognitive structure of the session—these questions guide the discussion.</li> </ul> <p>Prepare more questions than you expect to use.</p> <ul style="list-style-type: none"> <li>Anticipating possible answers will facilitate creating a repertoire list and assist in creating spontaneous questions.</li> </ul>

Target Behaviors	Nonverbal Clients	Verbal Clients
Therapist/ Leader	<ul style="list-style-type: none"> <li>• Introduce theme</li> <li>• Lead discussion and repertoire</li> <li>• Validate responses</li> <li>• Redirect responses out of context with thematic material</li> <li>• Directing co-leaders/therapists in clinical processes</li> <li>• Scan the group to ensure appropriate interactions and group safety</li> <li>• Responsible for time management and adjustments of session flow</li> <li>• Be flexible in clinical processes in order to serve clients' needs</li> <li>• Structure setting of room</li> <li>• Structure proximity between clients and each other/clients and therapist</li> <li>• Encourage 1:1 participation and client volunteers</li> <li>• “Transparent Therapist”—process through which therapist directs attention to client while assuming a background, supportive role to ensure client success</li> </ul>	
Co-Therapist/ Co-Leader	<ul style="list-style-type: none"> <li>• Work 1:1 with clients on clinical processes</li> <li>• Assist leading known repertoire</li> <li>• Distribute instruments</li> <li>• Place self in group—encourages “community,” rapport between MT and clients, socialization</li> <li>• Do comfort checks for physically dependent clients</li> <li>• Help transport clients</li> <li>• Assist clients up front in clinical processes</li> </ul>	

# REPERTOIRE/CLINICAL PROCESS

If Used	Songs *For every 30 minutes, use 5–6 songs directly related to the theme	Instrument/Prop	Clinical Process
	Relate songs directly to theme: <ul style="list-style-type: none"> <li>• Search key words</li> <li>• Use lyric analysis to ensure clinical validity</li> </ul>	Relate instruments/props to the song: <ul style="list-style-type: none"> <li>• Lyric</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Emotional content</li> <li>• History of song</li> </ul>	A musical intervention undertaken to facilitate achievement of the client's nonmusical goals
	Relate songs to questions: <ul style="list-style-type: none"> <li>• Anticipate possible client responses</li> </ul>	Considerations after Spot Assessment: <ul style="list-style-type: none"> <li>• Size</li> <li>• Weight</li> <li>• Safety</li> <li>• Client preferences</li> </ul>	Spot Assessment of domain areas: <ul style="list-style-type: none"> <li>• Choose a variety of clinical processes (compound clinical processes)</li> </ul>
	Song must be clinically valid Considerations: <ul style="list-style-type: none"> <li>• Client age</li> <li>• Decade song is from</li> <li>• Client requested music</li> <li>• Lyric content</li> </ul>		
	A valid clinical process is incorporated into each song		
	List repertoire in alphabetic or numeric order, or by category, to match the order used in the session		

Target Behaviors/Interactions				
	MT/Co-Leaders' Roles		Client Responses	
Domain	Verbal	Nonverbal	Verbal	Nonverbal
Cognition	Phrase length, word choice, structure choices	Touch,* choice cards, visual aids	Phrase length, single choice, appropriate responses, attention span	Single choice, appropriate responses, attention span, reading
Communication	Social graces, age-appropriate language, phrase length, redirection, asking permission	Handshakes,* touching,* smiles, choice cards, asking permission	On-topic discussion	Change in affect, eye contact
Motor		Touch,* aware of physical limitations and capabilities		Touch,* range of motion, physical limitations and capabilities
Emotional	Boundary awareness, word choice redirection, empathy, avoid clinically contraindicated triggers	Affect, touch,* personal space needs, empathy, visual aides	Self-expression,* affect congruency	Affect, personal space needs
Social	Social graces, individualization	Social graces, individualization, touch*	Interaction with staff/peers	Proximity to peers and therapist/co-therapist
Musical	On-task music selections, instrument selection ("See Repertoire/clinical process Song Section")	Instrument playing, music preferences	Singing	Instrument playing
Other	Reinforcement Spot Assessment, Iso Principle			

\* Follow policies of facilities



# MOBILE MUSIC THERAPY SERVICES OF ORANGE COUNTY

## SESSION PLANNING SHEET

Date: \_\_\_\_\_ MTI/Therapist: \_\_\_\_\_ Site(s): \_\_\_\_\_ Duration: \_\_\_\_\_

**Domain Areas:** Cognition ☐ Emotional ☐ Memory ☐ Motor ☐ Sensory Planning, Processing,  
Task Execution ☐ Singing ☐ Social: Peer/Staff/Both ☐ Speech/Language Communication ☐  
Other (specify): \_\_\_\_\_

**Population:** Gerontology ☐ ID ☐ Psych ☐ Others: \_\_\_\_\_

**Goal:** \_\_\_\_\_

Intervention Procedure	Materials
	Repertoire/clinical process
	See attached list
	Bridge/transition Song
	Transition question(s)

<b>Target Behaviors</b>	<b>Nonverbal Clients:</b> Respond to facilitator communications nonverbally (i.e. smiling, nodding, gestures, etc.) Participate actively in goal related experiences adapted to cognitive and physical status. Accept supportive assistance. Remain alert. Interact with peers, staff and the therapeutic team. Indicate preferences.	<b>Verbal Clients:</b> Respond to facilitator communications verbally or nonverbally. Participate actively in goal related experiences adapted to cognitive and physical status. Accept supportive assistance. Remain alert. Interact with
Therapist/ Leader	Lead session. Sing a welcome song. Structure and maintain a smooth and consistent flow. Adapt verbalization to the cognitive and sensory status of the client group. Introduce the topic of the day. Facilitate and reinforce interactions between all participants. Reinforce motivation and participation. Monitor safety. Adjust timing. Announce any changes in leadership.	
Co-Therapist/ Co-Leader	Assist clients as necessary during therapy. Reinforce motivation and participation. Adapt verbalization to the cognitive and sensory status of the client group. Share in leading the session as appropriate. Monitor safety.	

## REPERTOIRE/CLINICAL PROCESS

If Used	Songs	Instrument/Prop	Clinical Process

<b>Additional Information</b>
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