

Music Therapy Assessment

By

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Different stages in Music Therapy Process

- Referral
- A first session: Building Rapport
- Assessment
- Goals, Objectives and Targets
- Observation
- Music Therapy Strategies
- MT Treatment plan
- Implementation
- Evaluation
- Termination

Assessment

- Decisions and tasks
- Think and Do
- Plan, implement, evaluate and terminate treatment

Assessment

- Initial and on- going
- On going - Baseline design and measurement
 - Treatment design and measurement

What is an assessment?

- It is more than a casual application of a test
- Provides initial and on going and comprehensive measurement of communication, cognitive, physical, musical, psycho social and emotional and other skills
- Reveals the strengths and weaknesses of the client
- Helps in planning the treatment

Why assessment?

- Reveals more about the nature of the problem
- Determines what client can do or cannot do
- Identifies the strengths and weaknesses
- On going process which helps the therapist where to start, but also the directions of the therapy and expected outcomes

Measurement of

- Musical skills
- Non musical skills

Initial Interview

- Giving a positive impression of music therapy
- Getting a broad understanding about the client
 - strengths, weaknesses, preferences,
 - presenting problem, prior treatments and
 - basic personal information

Interview with the referral

- What is the presenting problem?
- What is the goal to be addressed?

Focus of therapy (music and non musical behaviours)

To determine settings and materials for assessment sessions

Initial Interview

- Make the client at ease
- Information about client's physical appearance, general behaviour eye contact, facial expression, social interaction, verbal and nonverbal, any noticeable deficits or disabilities, stated referral reason.
- Focus not only on what we ask but also the clients responses verbal and non verbal

Initial assessment

The therapist to narrate regarding in the following areas

Background

Initial observations

General areas of functioning

Communication

Cognition

Physical ability

Musical interests and preferences

Psycho social and emotional skills

2. Referral's evaluation and

3. Initial music therapy Evaluation

4. Recommendations

Evaluating musical skills

- Baseline tasks

Singing - sing a song you know

Movement – move to the music any way you like

Rhythm – clap with me to the music

Play any tune on key board

- Prompted tasks
- Independent tasks
- Collaborative tasks

In singing, moving, rhythm and playing instrument activities

Musical responses

Rated for appropriate and inappropriate responses

- Pleasure
- Engagement
- Self confidence
- Independence
- creativity

Responses

Strongly negative, negative, no response,
positive response, strongly positive response

Clinical example

Background: K

First standard

Diagnosis:

Pervasive developmental disorder – autism

Age

7 years old

Problem:

Not participating in the class/not socializes/do not communicate

- No spontaneous language
- No emotions

Resource from Parents

K memorizes the words to songs when she watches television and videotapes.

She knows a lot of nursery rhymes

She is highly involved and happy when he engaged with music

- Attentive for a longer period when engaged in singing and musical activities
- Response to music is unique and little interest in other activities
- More successful in musical tasks than in academic tasks.
- Plays independently with musical instruments

- Initial observations

K went immediately to the drum set.

Engaged quickly in beating the drum.

Eye contact and attention remained firmly focused on playing

Showed immense contentment among the musical instruments.

Answered the therapists comfortably.

- According to her mother, these responses are unusual.
- Musical interactions set the stage for an easy rapport
- She cooperated in playing new instruments which were introduced into the session

Observed responses to Music Therapy

- Therapist asked musical preferences and she used singled phrases to answer her preferences
- Therapist asked her to pick up the correct musical instrument.
- Asked to recognise all musical instruments
- Not a verbal child much.
- She went to the guitar case to show she wanted to play it and said I want to play.

Observed responses to Music Therapy

- Mere drum beating was therapeutic and evoked responses
- Singing was pleasurable and had a volume than she spoke

Cognition

- Complied moderately with verbal instructions regarding how to play with instruments.
- Therapist gave physical guidance to teach her how to play a new percussion instrument
- This was to teach her new skills

Physical ability

Was in good health and physically able.

She did not track instruments visually because her attention was highly focused on playing

She demonstrated reasonable fine motor coordination by grasping mallets appropriately

But hitting on single notes on xylophone was difficult.

Music Preferences and abilities

K used drums without difficulty.

Explored new instruments

sang songs which she liked.

She followed simple rhythms on percussion.

She was following one/two/three note pattern when taught on key board. She demonstrated that she can learn new musical patterns

Psycho social and emotional skills

Preferred to play instruments independently

Opposed to interact with the therapist

Resistant to sharing the instrument with the therapist

Preferred to be on her own and continue playing on her instrument of choice

A musical mirroring exercise was given and she copied the rhythms with her therapist

Psycho-social and emotional skills

- She tried drumming many rhythms
- Then she slowly engaged in improvisation with xylophone and drums
- Started smiling at the therapists during the improvisation

Overall observations

- Remained attentive to the tasks for 45 min without any detachment from the musical activities
- Interest in music is exceptional.
- Music activities held her attention for long periods of time.
- She was able to demonstrate interest in learning new skills as she was demonstrating with key board
- Compared to spontaneous language, spontaneous singing was widespread

- Music is remarkably reinforcing for K
- Her behaviour reflects that she can learn new skills through musical activities
- Singing new songs and associating the written and sung words help in language acquisition

Her motor organisation and coordination to be enhanced through playing instruments

To learn musical competencies to help in academic skills

- Developing rapport with the therapist helps developing rapport with the classmates.
- The therapist is to work in the class with K along with the other peers