MiDAS (Music in Dementia Assessment Scales) aims to assess if there have been changes in the wellbeing of a person with dementia participating in Music Therapy. Both staff and therapist complete two forms each per session to evaluate the potential changes. MiDAS uses Visual Analogue Scales; the ‘Highest’ score on the scale should be set as the optimum level the individual can achieve. This means that each individual will have a unique set of ‘Highest’ levels for each category.

Instruction for Staff
It is important the same staff member completes both forms on the same day.
1. **Before form** should be completed before the person’s music therapy session. Please take a moment, reflect on the person’s wellbeing today and decide the average rating for each item below and mark clearly with a vertical line on the scale.
2. **After form** should be completed several hours after the person’s music therapy session on the same day. Rate the person’s average wellbeing after today’s session.

If you are a staff rater, indicate which rating this is:

1. Before ☐
2. After ☐

Instruction for Music Therapist (MT)
Both forms should be completed immediately after the session.
1. **Beginning form** should be completed based on the observation of the person during the first 5 minutes of the music therapy session. Decide the average rating for each item below and mark clearly with a vertical line on the scale.
2. **During form** should be completed based on the observation of the person during the clinically most significant 5 minutes of that session.

If you are a music therapist, indicate which rating this is:

1. Beginning ☐
2. During ☐

Order of rating:

- Staff rating 1 (Before)
- MT rating 1 (Beginning)
- MT rating 2 (During)
- Staff rating 2 (After)

If the person appeared asleep for most of the time, do not score question 1-6, but continue to question 7.

1. **Levels of Interest** in objects/activities/people around him/her (attention). For example:
   - Did he/she show his/her interest in an activity or other people around him/her?
   - Did his/her posture or facial expression change if activities or music catch his/her attention?
   - Did he/she become animated if activities or music catch his/her attention?

<table>
<thead>
<tr>
<th>None at all</th>
<th>Highest</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

SCORE
2. **Levels of Response** in communication/activity (awareness, interaction). For example:
- Did his/her **facial expression** or **body-movements** indicate his/her awareness of staff or therapist?
- Did he/she make **eye-contact** with staff, therapist or other group members?
- Did he/she join in **conversation, music making** or **make vocal sound**?

None at all \[\quad\] Highest 100

3. **Levels of Initiation** in communication/activity (intention). For example:
- Did he/she **try to communicate** with staff, therapist or other group members?
- Did he/she **start conversation, start music making, or initiate vocalisation**?
- Did he/she talk about his/her life experiences (reminiscence) or **mention music** meaningful to them?

None at all \[\quad\] Highest 100

4. **Levels of Involvement** in communication/activity (participation). For example:
- Did he/she become **engaged** in conversation, music making, or any forms of communication?
- Did he/she show his/her **enthusiasm** in activities that interest him/her?

None at all \[\quad\] Highest 100

5. **Levels of Enjoyment** during communication/activity. For example:
- Smiling, laughing, **brighter mood**
- **Playfulness**, sense of humour
- **Relaxed** mood

None at all \[\quad\] Highest 100

**SCORE:** A numerical score can be added by measuring the distance from ‘None at all’ to your mark with a ruler. Record the score in the box for each VAS (e.g. 60mm as ‘60’). **Each line needs to be exactly 100mm** for evaluation purposes.

6. During this period of time did you notice any **major reactions from the person**? Indicate if only major reactions are observed. Use this list as supplementary information to the five VAS.

   Agitation/aggression \[\quad\] Relaxed mood \[\quad\]
   Withdrawn/low in mood \[\quad\] Attentive/interested \[\quad\]
   Restless/anxious \[\quad\] Cheerful/smiling \[\quad\]

7. Any comments?