

**LIST OF OBSERVATIONAL ASSESSMENT TOOLS AND METHODS FOR THE CONTEXT OF MUSIC THERAPY AND AUTISM**

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**[MAIN OBSERVATION TOOLS IN MUSIC THERAPY](#observation)**

[Thirteen Categories of Response](#Thirteen)

[Music therapy Assessment tool for Emotionally Disturbed Children](#Disturbed)

[Music Therapy Clinical Training Manual](#Manual)

[Music Therapy Assessment](#Assessment)

[Sample Group Observation Form](#Sample)

 [Sample Music Therapy Assessment Form](#Sample)

 [Music therapy coding scheme](#coding)

 [Category System for Music Therapy (KAMUTHE)](#Category)

[Music Therapy Checklist](#Checklist)

[Protocol for observing groups in music therapy, an instrument under construction](#Protocol)

 [Music Therapy Special Education Assessment Tool](#Special)

[Protocol for assessing clients with optic neuritis](#optic)

[Music Therapy Assessment for Nursing Home Residents](#Residents)

[Music therapy assessment tool specific to persons with severe to profound multiple disabilities](#multiple)

[Musical Assessment of Child Perceptions in Changing Family Situations](#Changing)

[Musical Function Assessment Protocol in Autism Spectrum Disorders](#Spectrum)

**[MAIN OBSERVATION METHODS IN MUSIC THERAPY](#methods)**

[The effect of videotape analysis on music therapy competence: an observation of simulated and clinical activities.](#videotape)

[An individual assessment procedure for music therapy for young teenagers with emotional disorders.](#teenagers)

[A different model for assessing and diagnosing disabilities among children through music therapy.](#different)

 [Method for assessing group improvisations.](#group)

[Assessment method in music therapy for the diagnosis of ASD and communication disorders among children.](#among)

[A qualitative approach to analyze clients' improvisations.](#qualitative)

[The use of music therapy within the SCERTS model for children with Autism Spectrum Disorder.](#SCERTS)

[A descriptive ethnographic approach to the microanalysis of video.](#ethnographic)

[Microanalysis of emotional experience and interaction in single sequences of active improvisatory music therapy.](#improvisatory)

[Microanalysis of interaction in music therapy for children with developmental disorders.](#developmental)

[Microanalysis approach with phenomenological inspiration.](#phenomenological)

[Measurement of emotional transitions in clinical improvisations with the EQ 26.6 software.](#EQ)

[Assessment of children's musical development and music therapy: designing an assessment procedure for children with developmental disorders.](#designing)

**[MAIN ASSESSMENT METHODS THAT USE THE OBSERVATION METHOD ASSOCIATED WITH OTHER METHODS](#other)**

 [Standardized procedure for music therapy assessment](#Standardized)

[Improvisation and musical drawings as tools in music therapy for children.](#drawings)

[Special education music therapy assessment procedure](#Special)

[A method for analyzing improvisations in music therapy](#analyzing)

[Unstructured initial assessment of psychiatric client in music therapy](#Unstructured)

[Microanalysis of selected video clips focusing on communicative response in music therapy](#clips)

[Assessment in music therapy without assessment tools](#without)

Main observation tools in music therapy

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| **Tool****(author, year)** | **Modality** | **Target population/****context** | **Aim** | **Structure** | **Evidence of validity and reliability** |
| Thirteen Categories of Response (Nordoff-Robbins, 1977) | Prescriptive and formative tool. | Children with learning difficulties. | Investigate the quality and extent of child's responses during musical improvisations with a musical therapist. | It verifies diverse responses within the cognitive, communication, interaction, and emotional domains through experiences that involve rhythm, tonality, different musical languages, singing and playing the piano. | Not available |
| Music therapy Assessment tool for Emotionally Disturbed Children (Goodman, 1989) | Prescriptive tool | Children with emotional disorders | Provide a global functional description through musical experiences. | Tool with a descriptive and observation checklist according to specific items organized in six categories: choice of natural response, musical preference, musical responsiveness, verbal associations, non-verbal reactions, and client and therapist interaction. | Not available |
| Music Therapy Clinical Training Manual (Boyle and Krout, 1988) | Prescriptive tool | Not specified | Conduct an overall client assessment in the referral and initial assessment stages. | It presents two tools: the initial interview data form (basic information about the client derived from the interview) and the second session assessment form (a qualitative behavior checklist). | Not available |
| Music Therapy Assessment (Boxill, 1995)  | Prescriptive tool | Developmental conditions | Conduct a global client assessment for the initial assessment and treatment plan. | Qualitative tool, with descriptive components and checklists. It includes general in-formation about diagnosis, history (family, develop-mental, medical, treatments), information on standardized tests, general characteristics, as well as evaluation of motor, communication, cognitive, affective and social do-mains, as well as specific musical behaviors. | Not available |
| Sample Group Observation Form (Hanser, 1999) | Prescriptive tool | Group music therapy sessions | Global assessment of the group.  | Simple qualitative checklist with 11 specific behaviors, with the opportunity for descriptive comments. | Not available |
| Thirteen Areas of Inquiry (Loewy, 2000) | Prescriptive tool | Children and adolescents; children and parents at day care clinics; hospital environments; private practice. | Study the central elements of the initial assessment; provide a format for introductory topics or issues to be worked on throughout the therapeutic process | Qualitative assessment of hermeneutics according to the use of narrative to evaluate session reports | Not available |
| Sample Music Therapy Assessment Form (Lathom-Radocy, 2002) | Prescriptive tool | Special education | Conduct an overall client assessment within the initial assessment of the music therapy process. | Qualitative tool to assess communication, academic, motor skills, emotional response, organizational and social skills. It presents a final section for comments on the general impression of the ability to function in music therapy | Not available |
| Music therapy coding scheme (Raglio, Traficante & Oasi, 2006) | Formative tool | Not specified | Monitor changes in interactive behavior between client and musical therapist. | Encoding scheme applied to video recordings (via software). | Concordance between professionals performing the assessment (reliability). |
| Category System for Music Therapy (KAMUTHE) (Plahl, 2007) | Prescriptive and formative tool. | Children with multiple disabilities | Assess the pre-verbal communication of the client with the music therapist. | Video analysis tool structured by a list of specific behaviors for the music therapist and client. It verifies the frequency and duration of pre-verbal behaviors, as well as the subjective relationships developed between the behaviors of the client and the music therapist. | Concordance between those performing the assessment. |
| Music Therapy Checklist (Raglio, Traficante & Oasi, 2007) | Summative and formative tool | Developmental conditions, psychiatric disorders, dementia. | Assess the music therapy process in a single session or throughout the treatment. | Verification of behaviors using a checklist encompassing the domains of non-verbal communication, countenance, verbalcommunication, musical sound communication. | Concordance between professionals performing the assessment (reliability and validity). |
| Protocol for observing groups in music therapy, an instrument under construction (Zanini, Munari & Costa, 2007) | Formative tool | Group music therapy sessions | Assess forms of communication (verbal and non-verbal) in the music therapy setting, covering the body-sound-musical manifestations existing during the session. | Qualitative checklist of specific behaviors presented by the different participants in the session. | Not available. |
| Music Therapy Special Education Assessment Tool (Langan, 2009) | Formative tool | Special education | Assess communication, social interaction, decision making, musical interaction and response. | Tool organized in eight subdomains to register the frequency of different behaviors in face-to-face assessments. | Not present. |
| Music therapy assessment tool specific to persons with severe to profound multiple disabilities (Churchil & McFerran, 2014) | Prescriptive tool | People with multiple severe to profound disabilities | Assess the receptivity to music therapy, musical training, social, emotional, cognitive, communicative, motor and sensory aspects. | Tool organized in 10 pages for the description of general information, as well as behaviors in seven subdomains in face-to-face assessments. | Not available. |
| Musical Assessment of Child Perceptions in Changing Family Situations (Fansler, 2018) | Prescriptive and formative tool | Individual and family music therapy, with children who have suffered traumas related to changing family situations. | Better understand how children who live in changing family situations see their family relationships and role in those relationships. | Description using four forms to describe how children use instruments to create a musical and visual portrait of the family. | Not available. |
| Musical Function Assessment Protocol in Autism Spectrum Disorders (Marsimian, 2019) | Prescriptive and formative tool | Autistic children and adolescents up to 14 years’ old.  | Provide data on client functionality within the autistic spectrum in the context of music therapy sessions. | Qualitative checklist to describe different response categories in the domains of social interaction, communication and language, flexibility and anticipation, symbolization, mnesic, motor and sensory functions. | Not available. |

 Main observation methods in music therapy

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| Method  | Author (year) |
| The effect of videotape analysis on music therapy competence: an observation of simulated and clinical activities. | Alley (1982) |
| An individual assessment procedure for music therapy for young teenagers with emotional disorders. | Wells (1988) |
| A different model for assessing and diagnosing disabilities among children through music therapy. | Wigram (1995) |
| Method for assessing group improvisations. | Metzner (2000) |
| Assessment method in music therapy for the diagnosis of ASD and communication disorders among children. | Wigram (2000) |
| A qualitative approach to analyze clients' improvisations. | Bruscia (2001) |
| The use of music therapy within the SCERTS model for children with Autism Spectrum Disorder. | DeLoach (2007) |
| A descriptive ethnographic approach to the microanalysis of video. | Holck (2007) |
| Microanalysis of emotional experience and interaction in single sequences of active improvisatory music therapy. | Inselmann (2007) |
| Microanalysis of interaction in music therapy for children with developmental disorders. | Scholtz, Voigt & Wosch (2007) |
| Microanalysis approach with phenomenological inspiration. | Trondalen (2007) |
| Measurement of emotional transitions in clinical improvisations with the EQ 26.6 software. | Wosch (2007) |
| Assessment of children's musical development and music therapy: designing an assessment procedure for children with developmental disorders. | Sabatella & Lazo (2015) |

Main assessment methods that use the observation method associated with other methods

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| Method | Key characteristic | Author (year) |
| Standardized procedure for music therapy assessment. | Combination of qualitative observations and a classification of the responses from clients throughout sessions. | Oldfield (1993) |
| Improvisation and musical drawings as tools in music therapy for children. | Combination of analysis of improvisations (observation) and analysis of drawings (document review). | Erkkilä (1997) |
| Special education music therapy assessment procedure | Combination of document reviews, interviews, and observations. | King & Coleman (2000) |
| A method for analyzing improvisations in music therapy | Combination of different forms of listening and the score assessment (record review). | Lee (2000) |
| Unstructured initial assessment of psychiatric client in music therapy | Combination of different types of assessment (data review, interviews, and observations). | Ala-Ruona (2005) |
| Microanalysis of selected video clips focusing on communicative response in music therapy | Combination of video clip observation and analysis of graphical representations (document review) of clients' manifestations. | Ridder (2007) |
| Assessment in music therapy without assessment tools | Combination of different types of assessment (data review, interviews and observations). | Gattino, Jacobsen, & Storm (2018) |

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