

Final Progress Note Format  
MUS: 298.01

SMT: JD Hogue  
Initial of Client:  
Age: 4-5  
Individual/No. in Group : 7  
Length of Session: 25 min

Supervisor:  
Diagnosis: None  
Gender: Male  
Location of Session:

**Assessment Summary:**

- Assessment Date: 2/7/14
- During the assessment phase of treatment, client did not move from his chair. He did not talk to anyone, and he did not engage in any social interactions. He was able to walk and talk, but he would not. When engaged directly, he did not acknowledge the other person. I chose the following goal areas to address these deficiencies in behavior.

**Goal:** To increase verbalization

**Objective:** Client will verbalize at least 2 words in one to the SMT by April 25<sup>th</sup>, 2014.

**Rationale:** Client currently is not verbal but is capable of speaking. Increasing in verbalization rate will allow him to his parents and teachers what he does and does not want.

**Data Collection Method:** Count; the number of words Client says to the SMT.

**Goal:** To increase gross motor movement

**Objective:** Client will stand from his chair at least once a session by April 25<sup>th</sup>, 2014.

**Rationale:** Client is currently not leaving his chair during the sessions. By standing from his chair, he will increase his physical movements and can start being more independent.

**Data Collection Method:** Count; the number of words Client stands during the session

**Goal:** To increase social skills

**Objective:** Client will initiate a social interaction at least once in a session by April 25<sup>th</sup>, 2014.

**Rationale:** Client is currently not interacting with his peers. By increasing his interactions with his peers, he will increase his one-on-one interactions and become more stimulated.

**Data Collection Method:** Count; the number of times Client interacts during the session.

## Music Therapy Interventions:

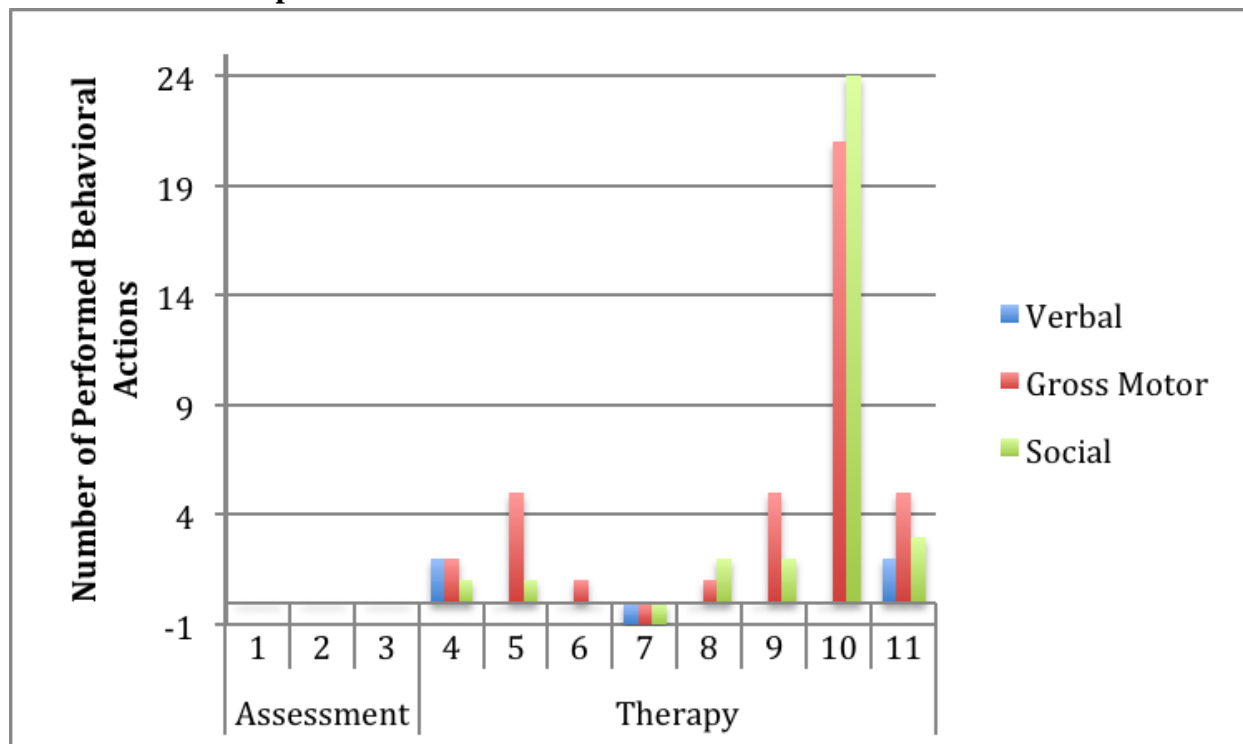
- Clients engaged in music and movement interventions. These interactions gave the client opportunities to walk, jump, stand up, and dance. The song's lyrics would tell the children to do a movement, and the SMT would play the music while the client engaged in the activity.
- Clients engaged in musical interventions designed to practice social skills. The clients would switch instruments, acknowledge each other's presence, and show how to use body language. The song's lyrics would tell the children to clap with each other, play an instrument then switch that instrument, or show how to use their body to appropriately display an emotion. The SMT would play the song or sing the rest of the lyrics while the children engaged in the activity.
- Clients engaged in interventions designed to increase vocalization, such as group singing and answering questions embedded in the music. In some songs, the children would sing the lyrics. In other songs, the lyrics would pose a question or a situation where they SMT could ask a question. Sometimes the SMT asked a question outside of the music. The children would then respond to the question.

## Non-Musical Strategies

- Client was low functioning enough that he would not do anything unless directly forced to do it. If I needed him to stand, I had to pick him up from his chair. Eventually, I would only give verbal prompts and would mime the desired behavior. I gave praise when he correctly did the behavior. When he did not correctly do the behavior, I would ask again and mime the behavior again.

## Data Analysis:

### 1. Data presentation:



## 2. **Data explanation:**

Compared to the assessment data, all three of the goal areas increased. Client missed session seven, so there is no data for that session. After session seven, client made substantial increases in his behavior. He did not, however, make substantial increased in verbalizing.

### **Evaluation of the Music Therapy Interventions**

- Did the client meet or make progress toward treatment goals and objectives?  
Compared to the assessment sessions, Client made improvements in all three of the verbal, gross motor, and social skills areas.
- If yes, what do you believe was effective?  
I believe that giving client individualized, one-on-one interactions was the most effective part of the treatment.
- What was the impact of the MUSIC on your client's progress?  
The music allowed the client to engage in an activity that forced him to practice these skills.
- From the categories of interventions you listed previously, which were most effective, or not?  
The data suggest that the gross motor and social skills goal area interventions were the most effective areas. The verbal skill goal area interventions were not as effective, but were still effective towards the end.

### **Additional Observations:**

Across the sessions, I noticed that the client became more social, motoric, and verbal. Towards the end of the session, he started acting similarly to a typically functioning 5 year old. He started initiating social interactions and voluntarily standing from his chair.

### **Additional Information Deemed Pertinent in Reference to the Client or Group:**

The teachers are willing to let you use the computers to display visuals on the screen.

**Future Recommendations:** Based upon your observations and data collection, provide thorough answers to the following questions:

- Should your client continue to receive music therapy services?  
This client does need further music therapy services.
- If not, why not?  
Music therapy has started to work. He is meeting his objectives, but these objectives need revision to reflect Client's new behavior.
- If yes, what treatment goals should be addressed, and why? What types of specific music interventions should be implemented, and why?  
Client still needs work on verbalizing. Even though he met his goals on social skills and gross motor skills, he needs to fine-tune his use of these skills to learn when to do them appropriately